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MINUTES, &c.

MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION.

1857-8.

CAPITATION GRANTS.

MINUTE, dated 17 July 1857, modifying *fourth* condition for *Capitation Grants*, under Minute dated 2 April 1853, as regards *proportion of school-income to be applied to teachers' salaries.*

At the Council Chamber, Whitehall, the 17th day of July 1857.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships had under consideration statements from the managers of schools to the effect that great difficulty was experienced, under certain circumstances, in complying with that regulation in the Minute dated 2 April 1853, whereby it is provided that at "least seven-tenths of the whole income [*of the schools*] including the [*capitation*] grant shall be applied to the salary of the teacher and assistant-teacher."

Their Lordships resolved that, in awarding the capitation grants, no fixed proportion of expenditure upon salaries to that upon other items should continue to be insisted upon, but that it should always be a special subject of inquiry whether the number and qualifications of the teachers in a school so aided are sufficient, and that the capitation grants should be withdrawn from those schools in which the managers fail to provide a proper staff of paid teachers.

CERTIFIED INDUSTRIAL AND RAGGED SCHOOLS.

MINUTE, dated 31 December 1857, *withdrawing aid from Reformatory Schools*, out of Education Grant, except for training of Teachers; and setting forth *conditions on which Certified Industrial* and *Ragged Schools may be aided.*

At the Council Chamber, Whitehall, the 31st day of December 1857.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships having had under consideration the Acts of Parliament relative to *reformatory* schools, viz.:—

17 & 18 Vict., c. 86.,
18 & 19 Vict., c. 87.,
19 & 20 Vict., c. 109.,
20 & 21 Vict., c. 55.;

also the Acts relative to *industrial* schools, viz.:—

17 & 18 Vict., c. 74. (Scotland),
20 & 21 Vict., c. 48. (England and Wales).

Resolved—

1. To cancel the Minute dated 2 June 1856, except so far as that schools already receiving aid under it might continue to do so on the same conditions until the 31st of March 1859, but no longer.
2. That, after the 31st of March 1859, no *reformatory school* certified under the Act 17 & 18 Vict., c. 86., should receive grants (except as provided in the 9th section below) from the Parliamentary Fund administered by the Committee of Council on Education, but that *industrial schools certified* under the Acts 20 & 21 Vict., c. 48., or 17 & 18 Vict., c. 74., and *ragged schools*, might be aided on the conditions set forth in the rest of this present Minute.
3. That their Lordships are prepared to consider applications for certifying industrial schools, pursuant to the Industrial Schools Act of 1857.
4. That the promoters of ragged schools, in applying for aid under this Minute, must state in detail:—
   (*a.*) Within what local limits they expect to gather scholars.
   (*b.*) What day schools of the ordinary kind are maintained, or are about to be maintained, by charitable subscriptions for the education of children of the labouring and other poorer classes within the same limits. The name and address of a correspondent must be given for each school.

(*c.*) Why the school now proposed to the Committee of Council should be a ragged school, rather than one of the ordinary kind, and why it will not be likely to injure any of the day schools just named.

A map marked so as to illustrate the answers to these inquiries should be transmitted, if possible.

5. That ragged schools must fulfil the following conditions :—

(*a.*) The title of ragged school, or some other equivalent name of distinction, must be retained.

(*b.*) Both scholastic and industrial instruction must be given.

(*c.*) No fees must be received from any child attending the school or any of the classes.

(*d.*) Accurate accounts must be kept of all receipts and expenditure ; and, if the managers attempt other objects besides the daily instruction of children, the expenditure upon such other objects, and upon the instruction, must be separately stated.

(*e.*) The managers must certify and the Inspector must report that adequate means are taken to confine the children attending the school to that class which cannot be associated with the children of respectable labouring men ; that reading, writing, and arithmetic (as far as the first four rules, simple and compound,) are well taught in the school; and that its discipline and moral influence are such as are calculated to benefit the special class of scholars.

6. Certified industrial and ragged schools may receive grants equal per annum to—

(*a.*) One-half of the rent of the premises in which industrial instruction is carried on ;

(*b.*) One-third of the cost of tools and of raw material for labour ;

(*c.*) Five shillings per annum per industrial scholar, according to the average number under industrial instruction throughout the year preceding the date of inspection ;

(*d.*) The ordinary rate for the purchase of books, maps, and apparatus ;

(*e.*) The ordinary rate in augmentation of any certificated teacher's salary.

(*f.*) Teachers in workhouse schools, who are rated in the first division of competency, and who, during the last three preceding years, shall have served continuously in such schools with rating not below competency, may take rank without further examination in ragged or in certified industrial schools as certificated teachers, and may in those schools, but in none other, receive such augmentation as their salaries justify, on the usual conditions, up to 20*l.*

(*g.*) Teachers who are at this date employed in ragged or industrial schools may obtain the like privilege by passing an examination equal to the rating of competency* in workhouse schools, provided that the Inspector has reported favourably of their schools during each of three consecutive years.

7. That in schools certified under the Acts 20 & 21 Vict., c. 48., and 17 & 18 Vict., c. 74., there might be granted, in addition to the foregoing forms of aid,—

(*a.*) The sum of 5*l.* for every child received during the year preceding the date of inspection into the establishment, under an order of the justices for its permanent detention, or who shall have been detained therein under such an order throughout the whole of the same year;

(*b.*) The sum of 40*l.*, or, in the case of females, 27*l.*, in respect of every person boarded, lodged, and trained as a teacher therein during the year preceding the date of inspection, on the following conditions:—

(1.) That the school contain at least forty inmates.

---

* *To obtain a Certificate of Competency.*

1. The master (or mistress) should be able to describe in writing the organization of his school, explaining the methods of instruction and discipline which he employs, and the course of instruction communicated by him.

2. He should write from dictation, and work any sum with correctness in the arithmetic of whole numbers, including simple interest.

3. He should parse and explain the construction of English prose narrative.

4. He should answer in writing a few questions in geography, especially in that of the United Kingdom and the English Colonies.

5. He should give replies to a series of questions on the Scripture narrative, and the geography of Palestine.

6. He should conduct a class, in the presence of the Inspector, in such lessons as might be required.—*See "Minutes of the Committee of Council on Education for 1847-8-9, on Schools of Parochial Unions,"* page xi.

(2.) That Her Majesty's Inspector make a favourable report upon the means of training and upon the candidates presented by the managers for admission. The candidates will be examined for admission by the Inspector, in reading, in writing from dictation, and in the first four rules of arithmetic, simple and compound. The Inspector will also report upon the apparent fitness of the candidates in respect of age, previous employment, manners, and physical strength, for the duties of a teacher in reformatory or industrial schools. Candidates must have completed their 18th year.

(3.) That the payments may, on the recommendation of Her Majesty's Inspector, be continued for a second year, but that no fractional payment be allowed.

(4.) That teachers so trained may, on taking service in a ragged or in a certified industrial school, and after passing before the Inspector, upon the papers given to workhouse school teachers, an examination equal to the rating of competency, receive augmentation pursuant to Section 6 (*f*), *suprà*.

8. That all examinations and inspections made in pursuance of this Minute be, as a general rule, referred to such of Her Majesty's Inspectors as are charged with the inspection of workhouse schools.

9. That reformatory schools certified under the Act 17 & 18 Vict., c. 86., be allowed to have the benefit of Section 7 of this Minute, so far as it relates to the reception of candidates for training as teachers; the Inspector of prisons discharging the same functions as are thereby assigned to the Inspector of schools, and making a report to the Secretary of State for transmission to the Committee of Council.

10. That grants for building ragged schools be made on the usual terms, so long as they provide for daily instruction only, or for daily instruction in a measure greatly beyond the accommodation for lodging, which latter must not be enough to characterize the buildings as other than those for a daily school.

Grants for building schools intended to be certified under the Industrial Schools Act will also be made, on the usual terms as regards the previous approval of plans, specifications, estimates, title, and conveyance in trust, and at a rate not exceeding half the approved expenditure, nor exceeding 30*l.* per bed for which proper space is provided.

Grants will be made for building (instead of an allowance for rent) in those cases only where the permanent provision of premises appears to be thoroughly adequate, and where circumstances in all respects are favourable to the undertaking.

Circular to Her Majesty's Inspectors of Parochial Union Schools, explanatory of foregoing Minute, dated 31 December 1857 relating to Certified Industrial and Ragged Schools.

Education Department, Privy Council Office,
30 January 1858.

SIR,

THE progress of legislation upon the subject of reformatory and industrial schools has led their Lordships to review the Minute dated 2 June 1856, and the various instructions which have grown out of it upon the same subject.

I have the honor to enclose, for your information, a copy of a Minute, dated 31 December 1857, wherein their Lordships have caused their present resolutions to be embodied.

The object of the new Minute is to withdraw the Committee of Council as much as possible from the field occupied by the Home Office, in relation to reformatories, properly so called; to encourage the transformation of those ragged schools which are organized as asylums or refuges into certified industrial schools, and to extend a certain measure of public assistance to ragged schools generally, whether or not they may have become certified under the recent Acts.

By the Minutes recently in force no industrial class could be aided unless it belonged either, on the one hand, to a refuge or reformatory, or, on the other, to a common elementary day school.

Henceforth, the industrial classes of ragged schools and of common day schools are placed upon the same footing.

The ragged school, so far as it serves for week-day instruction, as well as its industrial class or classes, must be open to inspection, but the teacher will not be obliged personally to undergo any examination. No grants (except those for the purchase of books and maps) will be made in aid of the purely scholastic instruction, unless a certificated teacher be employed. The ragged *school* will be inspected as being the complement of its *industrial* classes, with a view to estimate the joint influence of instruction and of work upon the scholars.

If the managers of a ragged school see fit at any time to engage a teacher holding one of their Lordships' general certificates, they will be in a position, whenever they may see occasion, to shift their school from the ragged class to the class of schools which are maintained under the Minutes of 1846 and 1853.

Ragged schools are to be regarded as provisional institutions, which are constantly tending to become either elementary schools of the ordinary kind, or industrial schools certified under Acts of Parliament.

You will not fail to observe the importance of bringing within the operation of the Industrial Acts the greatest possible number of those ragged schools which are conducted by their managers as refuges, and of securing that the inmates of them shall, as far as possible, have entered them by order of the justices rather than as volunteers. The order of the justices, made in pursuance of the Industrial Schools Act, supersedes, in a much more complete and satisfactory mode, the magisterial certificate which was required under the Minute of 2 June 1856.

During the period between the present time and the 31st of March 1859, the administration of the Minute dated 2 June 1856 will continue unchanged in respect of all schools to which it has already been applied. But all schools admitted for

the first time to aid, as "industrial," will be treated simply as ragged schools, unless they are certified under the Industrial Schools Act; and this will also be the case, after the same date, with all industrial schools whatever remaining uncertified.

With regard to the training of teachers (Section 7) for industrial schools, my Lords are anxious to encourage it as far as it can be accomplished with real efficiency. You will, of course, be on your guard to see that a number of inexperienced candidates, purporting to be trained, do not take the place, at the public expense, of a proper establishment of qualified instructors. The candidate teachers must always be considered as additional to a sufficient regular staff; and you will nowhere propose them for admission in such numbers as to leave them with any large part of their time to pass otherwise than in active practical employment (under guidance) about the daily work of the school. It is not necessary that their literary acquirements should go beyond the power to teach reading, writing, and arithmetic well, and by the best methods, with enough of general intelligence to illustrate, as for a class, the scriptural, geographical, or historical allusions in some one of the common lesson books.

You will examine candidates for admission into training as part of your annual inspection (Section 7 (*b*) 2). In like manner you will examine any acting teachers who may be qualified to apply for certificates (Section 6 (*g*), and any trained candidates whom you may find for the first time in the schools to which they have been appointed (Section 7 (*b*) 4), just as you now examine a workhouse teacher who has entered on duty since your last inspection.

The Committee of Council will allow the same grants *for training teachers* to *reformatories* (Section 9) as to certified industrial schools; and such teachers, when trained, may receive augmentation in certified industrial schools. If they take service in reformatories, they will have no grants from the Committee of Council to expect, the managers being enabled by the grants received through the Home Office to pay competent salaries without augmentation from any other public fund.

In allowing for rent, the same principles will be pursued as heretofore. There must be an annual outgoing in virtue of some agreement capable of being legally enforced before the allowance will be made. The allowance will not be made upon an estimated annual value of buildings for which (from whatever cause) no rent is actually paid. The reasons of this decision are explained in the instructions dated 21 November 1856. The allowance for rent made upon any buildings, not being part of a school certified under one of the Industrial Schools Acts, will be apportioned so as to exclude from account all parts of the premises which are not used for industrial instruction. It is the intention of the Minute to pay half the rent of such rooms only as, but for the industrial work, would not be wanted.

As regards grants for building permanent premises, ragged schools do not differ from others in what is necessary about their arrangement. They will generally be best placed in the poorest and densest quarters of large towns, among the children who are to frequent them. But the case is different with the permanent premises of certified industrial schools. These latter will now receive their inmates by magisterial order, not by invitation. They should stand, therefore, in the country; and those spots should be chosen which, being healthy, afford the cheapest land. The buildings, inside and out, should be substantial; but whatever cannot be pronounced necessary should be excluded from the items of expenditure in erecting or furnishing them. Applicants for building grants should begin by submitting to the Committee of Council a detailed statement of their case in writing.

I have the honor to be, &c.

To Her Majesty's Inspectors of Schools. (Signed) R. R. W. Lingen.

Industrial Schools Act referred to in foregoing Minute dated 31 *December* 1857, *and Circular dated* 30 *January* 1858.

Anno Vicesimo & Vicesimo Primo Victoriæ Reginæ.

Cap. XLVIII.

An Act to make better Provision for the Care and Education of vagrant, destitute, and disorderly Children, and for the Extension of Industrial Schools. [17 *August* 1857.]

Whereas industrial schools for the better training of vagrant children have been and may be established in various parts of England, and it is expedient that more extensive use should be made of such institutions, and that the responsibility of

parents to provide for the proper care of their children should be enforced: Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

Short Title. I. This Act may be cited as the "Industrial Schools Act, 1857."

Interpretation of terms. II. The following words and expressions shall have the meanings hereby assigned to them respectively, unless there be something in the subject or context repugnant to such construction:

"Police" shall include every policeman, police constable, parish constable, tythingman, or headborough:

"Justices" shall include any two or more justices of the peace acting together, and also any person who by the Act of the eleventh and twelfth years of Her present Majesty, chapter forty-three, sections thirty-three and thirty-four, is authorized to do alone whatsoever is authorized by that Act to be done by any two or more justices of the peace:

"Child" shall include any boy or girl who in the opinion of the justices is above the age of seven and under the age of fourteen:

"Certified Industrial School" shall mean any school or institution certified under this Act:

"Managers" shall include the directors, managers, or other persons who shall have the management or control of any certified industrial school:

"Parent" shall include any person legally liable to maintain a child, and also any person upon whom an order for affiliation has been made and not quashed:

"County" shall include any city, borough, riding, or division of a county having a separate commission of the peace.

Committee of Privy Council on Education may certify any industrial school under this Act, but not under this Act and 17 & 18 Vict., c. 86. III. The Committee of Her Majesty's Privy Council on Education may, upon the application of the managers of any school in which industrial training is provided, and in which children are fed as well as taught, direct such person as they may appoint to examine and report to them upon its condition and regulations, and, if satisfied therewith, may grant a certificate under the hand of the President of Her Majesty's Privy Council or of the Vice-President of the said Committee thereof, and thenceforth the school shall be a certified industrial school within the meaning of this Act; provided always, that no school shall be certified both under this Act and under the Act of the seventeenth and eighteenth Victoria, chapter eighty-six.

Inspector to report annually. Certificate may be withdrawn. IV. The said Committee shall direct a report of the condition and regulations of every certified industrial school to be made to them at least once in each year by such person as they may appoint; and if upon his report the Committee is dissatisfied with the condition or regulations of the school, they may withdraw their certificate, and, upon notice in writing of such withdrawal having been given to the managers thereof, the school shall cease to be a certified industrial school from such time as shall be specified in the notice.

Children taken into custody for vagrancy may be sent to school while inquiries are made. V. When any child is taken into custody on a charge of vagrancy under any local or general Act, the justices, on receiving satisfactory proof in support of such charge, may, if the parent, or in case of an orphan, if the guardian or nearest adult relative, of the child cannot at once be found, and provided there be any certified industrial school, the managers of which are willing to receive him, order the child to be sent to such industrial school for any period not exceeding one week, and shall direct due inquiries to be made, and notice (Form A.) to be given to the parent or guardian or nearest adult relative of the child, if any can be found, or to the persons with whom the child is or was last known to have been residing, of the circumstances under which the child has been taken into custody, and that the matter will be inquired into at the time and place mentioned in the notice.

Justice may order child to be discharged or sent to a certified industrial school or make parent responsible. VI. At the time and place mentioned in the notice, any justices may make full inquiry into the matter, and may, if they shall think fit, order the child to be discharged altogether, or if the parent, (or where the child is an orphan, then the guardian or nearest adult relative,) be found, may, on conviction of such child on such charge as aforesaid, deliver him up to his parent, (or where the child is an orphan, to the guardian or nearest adult relative as aforesaid,) on his giving an assurance in writing (Form B.) that he will be responsible for the good behaviour of the child for any period not exceeding twelve months, and in default of such assurance being given may, by writing under their hands and seals (Form C.), order the child to be sent for such period as they may think necessary for his education and training to any certified industrial school, the managers of which

are willing to receive him; provided, however, if within the county where the child was taken into custody, or any adjoining county, there shall be any certified industrial school conducted on the principles of the religious persuasion to which the parent of the child in the opinion of the justices shall belong, and the managers of such school shall be willing to receive him, such child shall be sent to such last-mentioned school, and not to any other.

Parent liable to penalty for neglect during re-sponsibility.

VII. If the child, after such assurance as aforesaid being given, be brought up again on a similar charge within the period for which the parent, or in case of an orphan, the guardian or nearest adult relative, has become responsible for his good behaviour, the justices may inflict a fine upon the parent or guardian or nearest adult relative as aforesaid, not exceeding forty shillings, should it be proved, to the satisfaction of the justices, that the last-mentioned act of vagrancy has taken place through the neglect of the parent.

Time passed in industrial school to be excluded in computation of time under 9 & 10 Vict., c. 66.

VIII. The time during which any child shall be lodged in any certified industrial school under this Act shall, for all the purposes of the Act of the ninth and tenth years of the reign of Her present Majesty, chapter sixty-six, and of every Act incorporated therewith, be excluded in the computation of the time therein mentioned.

Parent may (under conditions) have child sent to a school which he approves.

IX. If the parent, or in case of an orphan, if the guardian or nearest adult relative, objects to the certified industrial school to which the child has been sent or ordered to be sent, and proposes some other certified industrial school, and proves that the managers of it are willing to receive the child, and, if on any other than religious ground, pays or finds good security to pay any expenses which may be incurred in consequence of his objection, any justice of the county where the child was taken into custody shall order (Form D.) the child to be sent to the certified industrial school proposed by the parent or guardian or nearest adult relative as aforesaid.

Book to be kept in which religious denomination of children to be entered; Certain hours to be fixed for visits of clergymen.

X. In every industrial school a book shall be kept by the managers, to which access shall be had at all reasonable hours, in which the religious denomination of the child when admitted to the industrial school shall be entered; and it shall be lawful, upon the representation of the parent, or in case of an orphan, then of the guardian or nearest adult relative, of any inmate placed in such industrial school under the provisions of this Act, for a minister of the religious persuasion of the inmate of such industrial school, at certain fixed hours of the day, which shall be fixed by the managers for the purpose, to visit such schools for the purpose of affording religious assistance to such inmate, and also for the purpose of instructing such inmate in the principles of his religion.

Duplicate of order to be given to managers, to be sufficient for detention of child.

XI. A duplicate of the order under which any child is in pursuance of this Act ordered to be sent to a certified industrial school shall be sent to the managers thereof, and shall be a sufficient warrant for the detention of the child.

On application of parent, &c., child may be discharged from school.

XII. On the application of the parent, or in case of an orphan, then of the guardian or nearest adult relative, or of the managers, any justices of the county in which the school is situate, or of the county where such parent resides, if satisfied that a suitable employment in life has been provided for the child, or that there is otherwise sufficient cause, may discharge (Form E.) the child from the certified industrial school before the full expiration of the period for which he has been sent there, or may order his removal from one certified industrial school to another (Form F.), or may order him to be discharged altogether.

Child may be discharged on good security being found.

XIII. On good security being at any time found by the parent or by any other person, any justices of the county in which the certified industrial school to which the child has been sent is situate or of the county where such parent resides shall order (Form G.) the child to be discharged therefrom; provided always, that the security shall be in such amount as the justices determine, or may be rejected by them altogether, on its being proved to their satisfaction that security for the child has at any time and under any circumstances been previously rejected or forfeited.

Child not to be detained beyond the age of 15.

XIV. No person shall be detained in any certified industrial school under this Act beyond the age of fifteen years against his consent.

On application of manager, the parent may be summoned, and

XV. Any justices of the county in which the certified industrial school to which the child has been sent is situate, or in which the parent is residing, may, upon the complaint of the managers, summon the parent, and examine into his circumstances, and in their discretion may order him (Form H.) to pay to such managers, or to any person authorized by them from time to time to receive it, a weekly sum not exceeding three shillings, until the child attains the age of fifteen years, or is

ordered to pay according to his ability.

lawfully discharged; and on default of payment for the space of fourteen days the like proceedings may be taken for enforcing and recovering the same as are hereinafter provided for the enforcing and recovering of any penalty or forfeiture imposed by this Act.

Parents payment may be diminished or increased.

XVI. The parent or the managers may at any time apply to any justices of the county in which the certified industrial school is situate, or in which the parent is residing, for an order to diminish the amount of the weekly sum payable by the parent, or to increase it to an amount not exceeding three shillings per week; and the justices, on proof that the parent or the managers have given to each other (as the case may be) not less than one week's notice in writing of the intended application, and of the time and place of hearing the same, shall make full inquiry into the matter, and may diminish or increase the amount of the weekly sum payable by the parent, as they think fit, or may release him from such payment altogether (Forms I. and K.)

Power to managers to permit children to sleep out of school.

XVII. The managers may, at their discretion, permit any child to sleep or lodge at the dwelling of his parent, or of any trustworthy and respectable person, and may also, at their discretion, revoke such permission; provided always, that they shall continue to board and feed the child in all respects as if he were lodging in the certified industrial school.

Children absconding, &c. may be sent back to the school.

XVIII. If any child, whether lodging in the school or elsewhere, before attaining the age of fifteen years, or being duly discharged, wilfully absconds from the school, or neglects his attendance thereat, any justice of the county in which the certified industrial school is situate, or in which the child is re-taken, may, by writing under his hand and seal, order him to be sent back to the school, and to be detained there until he attains the age of fifteen years, or for such shorter period as the justices think fit.

Penalties on persons inducing children to abscond, &c. or harbouring them.

XIX. Any person who directly or indirectly withdraws a child from the certified industrial school to which he has been sent, or induces him to abscond therefrom, previous to his attaining the age of fifteen years, or being duly discharged, or who knowingly conceals or harbours him, or in any way prevents his return, shall for every such offence be liable in a penalty not exceeding two pounds, to be recovered by summary proceedings before two justices in or near the place where the offence is committed, or where the offender may at the time being happen to be, in manner provided by the Act of the session holden in the eleventh and twelfth years of Her Majesty, chapter forty-three.

Service of notices.

XX. The leaving of any summons or notice or order authorized to be issued or made by any justices under this act at the usual or last known place of abode of the party to whom the same respectively is directed shall in every case be deemed a good and sufficient service thereof.

Guardians may contract with managers.

XXI. The guardians of any union or any parish wherein the relief to the poor is administered by a board of guardians may, if they deem proper, with consent of the Poor Law Board, contract with the managers of any certified industrial school for the maintenance and education of any pauper child.

What is sufficient evidence as to certificate of school, identity of child, and making of orders.

XXII. Whenever it shall be necessary to prove that any industrial school is duly certified or sanctioned under this Act, the production of an attested copy of the certificate shall be sufficient evidence thereof; and the production of an original duplicate of the order under which any child has been sent to or is detained in any certified industrial school under this Act, or a copy of such order with a memorandum signed by the manager or superintendent, or master or matron of any such school, that the young person named in such order was duly received into and is at the signing thereof detained in such school, or has been otherwise disposed of according to law, and the production of an original duplicate of any order made upon the parent under this Act, or a copy thereof certified by the clerk to the justices making the same to be a correct copy, shall in all proceedings whatsoever be sufficient evidence of the due making and signing of all or any of such orders, memorandum, and certificate respectively, and of the sending, detention, and identity of the child or parent named in such orders respectively, without proof of the signatures or official characters of the justices or other persons appearing to have signed the same respectively.

Committee of Education to give notice of certified schools.

XXIII. Whenever the Committee of Her Majesty's Privy Council on Education shall at any time grant a certificate under this Act to any industrial school, they shall within one calendar month cause a notice thereof to be published in the *London Gazette*, and such publication shall be a sufficient evidence of the fact of such industrial school having been certified to justify any justices to commit any child thereto,

subject to the provisions of this Act; and whenever the Committee shall withdraw the certificate granted to any industrial school, they shall within one calendar month give notice of such withdrawal in the said gazette.

Forms in Schedule may be used.

XXIV. The several forms in the Schedule to this Act annexed, or any forms to the like effect, shall in all cases be sufficient; provided always, that any summons, notice, or order shall not be invalidated for want of form only.

Extent of Act.

XXV. This act shall not extend to Ireland or Scotland.

SCHEDULES.

(A.)

Notice by Police to Parent, &c. of Child being in Custody, &c.

To *C.B.* of the parish of in the county of :

I hereby give you notice, pursuant to section 5 of the "Industrial Schools Act, 1857," that a child named *A.B.*, apparently about years of age, the son of [*or* who have been residing with] you the said *C.B.*, has been taken into custody for having been on the day of , in the parish of in the said *county* of found [*in the words of the local or general Act*], and that the matter will be inquired into on the day of , at o'clock in the forenoon, at , before such justices of the peace for the said *county* as may then be there, who may make such order on you the said *C.B.*, to be dealt with according to the said Act, as they may think fit; the said *A.B.* is in the meantime detained in the at , by the order of a justice of the peace.

Dated this day of 185 .

M.N. { Constable, inspector, *or* superintendent of police of .

(B.)

Form of Assurance of Parent for good Behaviour of Child.

Whereas a child named *A.B.*, the son of *C.D.*, has been proved a vagrant; I *C.D.* hereby undertake to be responsible for the good behaviour of the said child for the period of months from the day of the date thereof.

(C.)

Order sending Child to Industrial School.

to wit. } To the constable of and to the managers of the certified industrial school at :

Whereas a certain child named *A.B.*, about years of age, was this day brought before us, two of Her Majesty's justices of the peace for the county of , for that he on the day of , at , was found in the act of vagrancy [*or, as the case may be in section* 5]: And whereas we have made full inquiry into the matter, pursuant to the "Industrial Schools Act, 1857," and no satisfactory assurance has been given for the future proper care and good behaviour of the said child: Now therefore we, the said justices, do, pursuant to section 6. of the said Act, order you, the said constable, to take the said child, and him safely convey to the certified industrial school at aforesaid, and there to deliver him, together with this order; and we do hereby command you the said managers (it appearing to us that you are willing to receive him therein) to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of from the date hereof.

Given under our hands and seals this day of at in the *county* aforesaid.

[*Signatures and seals of justices.*]

(D.)

Second Order changing School.

To the managers of the certified industrial school at and to the managers of the certified industrial school at :

Whereas a certain child named *A.B.*, about years of age, was on the day of , by the order of , two of Her Majesty's justices of the peace for the *county* of , pursuant to the "Industrial Schools Act, 1857," taken to the certified industrial school at , there to be detained for the period of from the said day of , and he is now detained therein [*if so*]: And whereas *C.B.*, according to the provisions of the said Act entitled to object has objected to the said school, and has proposed the certified industrial school at , and proved to me the undersigned, one of Her Majesty's justices of the peace for the *county* of , where the child was taken into custody, that the managers of the certified industrial school at are willing to receive the said child, and the said *C.D.* has also complied with the other conditions of section 9 of the said Act: These are therefore, pursuant to section 9 of the said Act, to order you the said managers of the certified industrial school at to deliver up the said child forthwith to the certified industrial school at ; and you the said managers of the said last-mentioned school are hereby required to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of from the day of .

Given under my hand and seal this day of , at in the *county* aforesaid. *J. S.* (L.S.)

(E.)

Order for discharge of Child on Employment being found for him.

To the managers of the certified industrial school at :

Whereas a certain child named *A.B.*, about years of age, was on the day of , by the order of , two of Her Majesty's justices of the peace for the county of , made pursuant to the "Industrial Schools Act, 1857," taken to the certified industrial school at , there to be deteined for the period of from the said day of , and he is now detained therein :* And whereas it appears to us, two of Her Majesty's justices of the peace for the *county* of in which the school is situate [*or* in which the parent or guardian or nearest adult relative of the said child resides], that suitable employment in life has been provided for the said child [*or* there appears to us, &c. sufficient cause for the discharge of the said child :] These are therefore, pursuant to section 12 of the said Act, to command you, the said managers, forthwith to discharge the said child and to deliver him into the charge of , who brings this order.

Given under our hands and seals this day of , at in the *county* aforesaid.

[*Signatures and seals of justices.*]

(F.)

Order changing School on assurance being given for future good Behaviour.

To the managers of the certified industrial school at , and to the managers of the certified industrial school at .

[*Proceed to the asterisk* in the Form* (E.), *and then say*] : And whereas it appears to us desirable that the said child should be removed from the said certified industrial school to the said certified industrial school (the managers of which said last-mentioned school being willing to receive the said child therein) : These are therefore, pursuant to section 12 of the said Act, to order you the said managers of the certified industrial school at to deliver up the said child forthwith to the certified industrial school, or to any person authorized by them to receive the child, at ; and you the said managers of the said

last-mentioned school are hereby required to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of from the day of .

Given under our hands and seals this day of , at in the *county* aforesaid.

[*Justices signatures and seals.*]

(G.)

Order for Discharge of Child on Security given for future good Behaviour.

[*Proceed to the asterisk* in the Form* (E.), *and then say*]: And whereas good security has been found before us, two of Her Majesty's justices of the peace for the *county* of in which the school is situate [*or* in which the parent or guardian or nearest adult relative of the said child resides], for the future good behaviour of the said child*: These are therefore, pursuant to section 13 of the said Act, to command you, the said managers, forthwith to discharge the said child, and to deliver him into the charge of , who brings this order.

Given under our hands and seals this day of , at in the *county* aforesaid.

[*Signatures and seals of justices.*]

(H.)

Order on Parent to pay weekly Sum to Managers of School.

To *C.B.* of in the *county* of , *carpenter*.

Be it remembered, That on this day of in the year of our Lord 185 , at in the *county* of a certain complaint of *E.F.*, one of the managers of the certified industrial school at made under section 14 of the "Industrial Schools Act, 1857," for that by a certain order of justices bearing date the day of , a certain child named *A.B.*, of the age of years, was sent to and is now detained in the said certified industrial school pursuant to the said Act, and that the said child is the son of the said *C.B.*, [*or* was, at the time of his removal to the said school, residing with the said *C.B.*], was duly heard by and before us, the undersigned, two of Her Majesty's justices of the peace in and for the said *county* of , (wherein the said school is situate, *or* wherein the said *C.B.* is residing,) in the presence and hearing of the said *C.B.* [*if so, or* the said *C.B.* not appearing to the summons duly issued and served in this behalf]; and we, having duly examined into the circumstances of the said *C.B.*, do, pursuant to section 14. of the said Act, order the said *C.B.*, weekly and every week from the day of , to pay to the managers of the said certified industrial school, or to such person as the said managers may from time to time authorize to receive the same, the sum of shillings for the maintenance, clothing, education, care, and training of the said child, until the said child shall attain the age of fifteen years, or shall be lawfully discharged from the said school.

Given under our hands and seals this day of , at in the *county* aforesaid.

[*Justices siguatures and seals.*]

(I.)

Order diminishing or increasing weekly Payment by Parent.

To *C.B.* of , and to the managers of the certified industrial school at :

Whereas by a certain order of [us, the undersigned, *if so,*] two of Her Majesty's justices of the peace for the *county* of , made on the day of , pursuant to section 14 of the "Industrial Schools Act, 1857," [we,] the said justices, ordered that you, the said *C.B.*, should weekly and every week pay to the managers of the said school the sum of for the maintenance, clothing, education, care, and training of a certain child named *A.B.* (who is the son of [*or* who had been residing with] you, the said *C.B.*) and who had been theretofore duly sent to and was then and now is detained in the said certified industrial school for the period therein mentioned*: Now therefore we, the said justices, seeing cause to diminish

[*or* increase] the amount of the said weekly payment, do order, pursuant to section 15 of the said Act, that the said weekly payment to be made by you the said *C.B.* to you the said managers shall, from day of , be the sum of per week, and no more.

Given under our hands and seals this day of , at in the *county* aforesaid.

[*Justices signatures and seals.*]

(K.)

Order releasing Parent from Payment altogether.

[*Proceed as in Form* (I.) *to the asterisk*, and then say:*] Now therefore we, the said justices, seeing cause to release the said *C.B.* from the said weekly payment altogether, do order, pursuant to section 15 of the said Act, that you, the said *C.B.*, shall be released altogether from the payment of the aforesaid weekly sum to the said managers from the day of .

Given under our hands and seals this day of , at in the *county* aforesaid.

BUILDING GRANTS.

MINUTE, dated 20 January 1858, agreeing to reckon area of *Rooms designed for Scientific and Artistic Instruction*, in awarding Grants towards School-buildings.

At the Council Chamber, Whitehall, the 20th day of January 1858.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

Resolved—

THAT, in approving plans for the erection or extension of school-buildings, their Lordships will be prepared to take into account the area of rooms which may be intended for special instruction in drawing, mechanics, physics, chemistry, navigation, and natural history, as well as of rooms designed for elementary day schools of the common kind.

COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

N.B.—No application for aid from the Parliamentary Grant can be entertained excepting from the Trustees or Managers of the School for which the aid is desired. Trustees or Managers who will address a letter to—"The Secretary of the Education Department, Privy Council Office, London, S. W."—will be furnished with proper forms of application, and with such other documents as are necessary for a thorough comprehension of the benefits to which Schools may become entitled, and the conditions upon which those benefits are granted.

It is important that trustees and managers of schools, who intend to apply for the apprenticeship of Pupil Teachers, should bear in mind that their Lordships cannot grant such assistance unless Her Majesty's Inspector is enabled to report to them—

That the master or mistress of the school is either certificated, or (if above 35 years of age) registered as competent to conduct the apprentice through the course of instruction to be required;

That the school is well furnished, and well supplied with books and apparatus;

That it is divided into classes, and that the instruction is skilful, and is graduated according to the age of the children and the time they have been at school, so as to show that equal care has been bestowed on each class;

That the discipline is mild and firm, and conducive to good order;

That there is a fair prospect that the salary of the master and mistress, and the ordinary expenses of the school, will be provided for during the period of apprenticeship.

In some rural and small village schools, a master competent to conduct the instruction is assisted by a woman fit only to superintend sewing and knitting, and to preserve order. The managers of such schools have inquired whether, seeing that the woman is incompetent to give the intellectual instruction required, girls may be apprenticed as Pupil Teachers to the Master, on condition that they receive instruction in sewing and knitting from the woman? Upon a mature consideration of this question, their Lordships are of opinion that such apprenticeship is inadmissible. Their Lordships, however, might, *under special circumstances* to be reported by Her Majesty's Inspector, permit girls to be apprenticed to the woman, and to receive from the master, but always in her presence, such parts of the intellectual instruction as she might be unable to give.

Candidates must be at least thirteen years of age, and must not be subject to any bodily infirmity likely to impair their usefulness as Pupil Teachers.

Their Lordships have decided that the following interpretations are to be put upon this condition:—A constitutional infirmity, such as scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, or an hereditary tendency to insanity, are to be regarded as positive disqualifications.

In the cases of scholars giving evidence of high intellectual and moral qualifications, but whose education may have been accidentally interrupted, their Lordships might admit such candidates to apprenticeship until the age of sixteen; but, if the want of due proficiency before that age must be regarded as a sign either of the incapacity of the scholar or of the inefficiency of the teacher, the Inspector is instructed to refuse to recommend the candidate.

The allowance of Pupil Teachers in schools of average efficiency is one to every 40 or 50 scholars.

The Committee of Council on Education will not sanction the apprenticeship of a boy in a school where the average attendance is less than 50; nor of a girl where it is less than 40; and their Lordships will require, in schools so small as this, some evidence that the apprentice will possess advantages to compensate for the want of opportunity to study school-organization upon an adequate scale.

The indentures of all Pupil Teachers end at Christmas; if the admission falls in the first half of the year, then at the fifth Christmas thence ensuing; and, if the admission falls in the second half of the year, then at the sixth Christmas thence ensuing. Thus the indentures of all Pupil Teachers admitted in January to June 1854 will expire at Christmas 1858, and of all Pupil Teachers admitted in July to December 1854, at Christmas 1859.

The annual payments will by this arrangement be continued up to the date fixed for the end of the apprenticeship, so as in all cases to comprehend the time of examination for Queen's Scholarships.

As a provisional measure, to meet the case of apprentices admitted before the 1st of January 1854, their Lordships will consider recommendations by Her Majesty's Inspectors to prolong the rate of payment for the fifth year during the period to elapse between the end of that year and the 31st of the following December; such payments to become payable as soon as the apprentice shall have gone through the examination for a Queen's Scholarship. Candidates of this standing may also compete for Queen's Scholarships in December, *before* the end of their apprenticeship, provided that such end fall not later than the last day of the following February. In the latter case, if they succeed in obtaining Queen's Scholarships, they will be paid as apprentices up to the 31st of December, and thenceforth as Queen's Scholars, but not cumulatively in each capacity. Candidates who thus compete before the end of their apprenticeship, and fail, must return to complete their apprenticeship in their several schools, where they will be paid on the usual terms, at the end of their fifth year, but will be disqualified for prolongation of stipend.

SUBJECTS OF EXAMINATION FOR ELECTION, AND THROUGHOUT THE APPRENTICESHIP OR ENGAGEMENT.

N.B.—Her Majesty's Inspector will report every year on the progress of the Pupil Teacher in the art of teaching.

	Reading.	Grammar.	Writing and Composition.	Arithmetic and Mathematics.		Geography.	Religious Knowledge. In Schools not coming under Minute of 10 July 1847.† In Church of England Schools, the Clergyman assisting in the Examination.	Religious Knowledge. In Schools not coming under Minute of 10 July 1847.† In Schools in Scotland.	Religious Knowledge. In Schools not coming under Minute of 10 July 1847.† In Schools where the Managers are not desirous of coming under the obligation of giving the instruction set forth in the two preceding columns.	Drawing.‡ *Where suitable means of instruction exist.*	Music. *Where suitable means of instruction exist.*	History.	Certificates of Character and Conduct. In Church of England Schools.	Certificates of Character and Conduct. In Schools not being Church of England Schools.	Annual Payments of Pupil Teachers, and of Masters or Mistresses, for instructing them in the subjects of Examination. Pupil Teacher.	Annual Payments of Pupil Teachers, and of Masters or Mistresses, for instructing them in the subjects of Examination. Master or Mistress.
For Election -	To Read with fluency, ease, and expression.	To point out the Parts of Speech in a Simple Sentence.	To write in a neat hand, with correct spelling and punctuation, a simple prose narrative slowly read to them.	To write from dictation Sums in the first four Rules of Arithmetic, Simple and Compound, and to work them correctly, and to know the Tables of Weights and Measures.		To have an elementary knowledge of Geography.	To repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To repeat the General Assembly's Shorter Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	Certificate from the Managers of the School that the Religious Knowledge of the Pupil Teacher is satisfactory to them.	- - -	- - -	- - -	A Certificate from the Clergyman and Managers that the Moral Character of the Candidates and their Families justify an expectation that the Instruction and Training of the School will be seconded by their own efforts and the example of their parents.	A Certificate from the Managers that the Moral Character of the Candidates and their Families justify an expectation that the Instruction and Training of the School will be seconded by their own efforts and the example of their parents.	—	—
End of 1st Year -	Improved articulation and expression in Reading.	The Noun, Verb, and Adjective; with their relations in a Simple Sentence.	To write from memory the substance of a more difficult narrative.	Male Pupil Teachers. Practice and Proportion.	Female Pupil Teachers. Practice and Bills of Parcels.	The British Isles. [Maps to be drawn in this and the following years.]	The Holy Scriptures and Catechism, with Illustrations by Passages from Holy Writ.	The Holy Scriptures and the Assembly's Shorter Catechism, with illustrations by Passages from Holy Writ.	Same as above.	Drawing free-hand from flat examples.	Shapes of Notes and Rests. Stave. Places of Notes on the Treble Stave.	- - -	1. Certificate of good conduct from the Managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the Master or Mistress. 3. Certificate from the Clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the Managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the Master or Mistress. 3. In Schools not coming under the Minute of 10 July 1847, a Certificate from the Managers that they have been attentive to their religious duties.	£10.	For 1, £5. " 2, £9. " 3, £12. For each additional Apprentice, £3 more. This scale applies to each year of apprenticeship.
End of 2nd Year	Improved articulation and expression in Reading.	The Pronoun, Adverb, and Preposition; with their relations in a Sentence.	Composition of a Class Report [or the Abstract of a Lesson].	Vulgar Fractions.	Simple Proportion.	Europe and Ancient Palestine.	The Holy Scriptures, Liturgy, and Catechism, more fully than in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year.	Same as above.	Linear geometry, by means of instruments.	Dotted Notes and Rests. Time, various kinds of, and signatures of. Diatonic Scale.	- - -	Same as above.	Same as above.	£12 10s.	
End of 3rd Year	Improved articulation and expression in Reading.	The Conjunction; with the Analysis of Sentences.	Composition of the Notes of a Lesson on a subject selected by the Inspector.	Decimal Fractions; and Euclid, Book I, to end of XVth Proposition.	Vulgar Fractions.	The Colonies.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	Linear perspective, by means of instruments, applied to geometrical figures, plane and solid.	Intervals. Sharps and flats. Accidental intervals.	The Succession of the English Sovereigns from the Reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III. may be substituted for the English Sovereigns preceding James I.*]	Same as above.	Same as above.	£15.	
End of 4th Year	Improved articulation and expression in Reading.	More advanced exercises in preceding subjects; with a knowledge of Prefixes and Affixes. [*As an alternative exercise, the regular declensions of Nouns, Pronouns, and Adjectives in Latin.*]	Composition of an account of the Organization of the School, and of the Methods of Instruction used.	Simple Interest; Euclid, Book I; and Algebra, First Four Rules.	Compound Proportion, and recapitulation of preceding exercises.	Asia and Africa.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	Freehand drawing and shading, from solid models.	Places of Notes on the Bass Stave. Major and Minor Scales. Common Characters used in Music.	Outlines of British History to the accession of Henry VII.	Same as above.	Same as above.	£17 10s.	
End of 5th Year	Improved articulation and expression in Reading.	The same subjects. [*As an alternative exercise, the government of Prepositions, and the regular conjugations of Verbs in Latin.*]	Composition of an Essay on some subject connected with the Art of Teaching.	Problems in Arithmetic; Euclid, Book II.; and Algebra, to the end of Simple Equations.	Decimal Fractions, and Simple Interest.	America and The Oceans.	More completely in the Holy Scriptures, Liturgy, and Catechism.	More completely in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	Freehand drawing and shading, of natural forms and objects, from memory.	Transposition and Modulation. Alto and Tenor Staves. Recapitulation of preceding exercises.	Outlines of British History from the accession of Henry VII to the present time.	Same as above.	Same as above.	£20.	

The annual gratuities offered by the Minutes of the Committee of Council on Education, for the instruction of apprentices, are paid on the same terms as the grants in augmentation of the salaries of masters; that is, they are considered to be due for whole years only, and no fractional parts of them are paid to any Teacher who voluntarily quits the charge of his (or her) apprentice before the end of each school-year in respect of which the gratuities are due.

† Extract from Minute dated 10 July 1847:—"There are schools to which grants may be made, though the managers object, on religious grounds, to make a report concerning the religious state of such schools."

‡ 1. Prizes will be given for each exercise, consisting of books, materials, and instruments calculated to be of use to the successful candidates in their further progress. A certain liberty of choice will be accorded to the candidates themselves, who, with the exercises, will be furnished with a list of the prizes, from among which they may mark upon their own exercise the particular prize they would prefer to obtain for it, if successful.

2. Pupil-teachers will be admitted to study in Drawing Schools in connection with the Department of Science and Art at half the ordinary fees.

3. Pupil-teachers, if attending such Drawing Schools, will not be required to perform an exercise in drawing at the annual examination before Her Majesty's Inspector, but will have another opportunity of being *examined in connexion with the Drawing School itself*, so as to obtain the prizes.

4. Pupil-teachers, if not attending such Drawing Schools, will have an opportunity of performing an *exercise in drawing at the annual examination before Her Majesty's Inspector*; such exercise to be of the same effect in obtaining prizes as if it had been performed in connexion with the Drawing School, pursuant to the last preceding paragraph.

5. Pupil-teachers, if not attending such Drawing Schools, but *permitted* (by arrangements between the managers of the schools in which they are apprenticed and the Master of any such Drawing School) *to be annually examined there instead of at the annual examination of Pupil Teachers before Her Majesty's Inspector*, may obtain the same prizes as are offered in the two preceding paragraphs.

6. Apprentices will not be required to pass again any of the exercises for which they may already have obtained prizes; but each exercise, as it is passed successfully, will be duly registered.

General Rule.—The qualifications to be required of candidates, and of Pupil Teachers in each year of their apprenticeship, will be regulated according to the table given above, in which the minimum of proficiency is precisely defined in order to prevent partiality; but their Lordships reserve to themselves the power to reward superior merit by shortening the term of the apprenticeship, or by awarding the higher stipends of the later years of the apprenticeship, to Pupil Teachers whose attainments enable them to pass the examination of one of the later years at an earlier period. *Candidates* above fourteen years of age may be apprenticed for four years, beginning with the emoluments of *the second year*, if they pass the requisite examination.

In Girls' schools the Pupil Teachers will be required to show greater skill in needlework, knitting, and cutting out clothes in each successive year.

Provision for Pupil Teachers who have successfully completed their apprenticeship.

I. At the close of the apprenticeship, every Pupil Teacher who has passed the annual examination will be entitled to refer to the Committee of Council any person who may, as an employer or otherwise, be properly interested in knowing his character, for a certificate declaring that he has successfully completed his apprenticeship. This certificate, as a testimonial of character, and of attainments, would be in itself a valuable introduction to the confidence of a merchant, or of a member of a learned profession, if the apprentice should then determine not to pursue the vocation of a Schoolmaster. But further than this, one of Her Majesty's Inspectors will shortly before Christmas in each year hold a public examination at each of the normal colleges under inspection, at which all those Pupil Teachers who have successfully completed their apprenticeship will be allowed to compete. From among the competitors will be selected a certain number of those who appear to be most proficient in their studies and most skilful in the art of teaching, and concerning whose character and zeal for the office of Teacher the Inspector is able to give the most favourable report.

The Committee of Council on Education, on comparison of the testimonials and examination papers of these apprentices, will award exhibitions for one year to as many qualified candidates (thenceforth denominated "Queen's Scholars") as answer to the total number of vacancies in all the normal colleges under inspection. The whole number will be comprised, in the order of merit, in a single list, and each Queen's Scholar will be at liberty to go to any of the normal colleges under inspection, the authorities of which may consent to receive him. The Principal of each normal college will be called upon to make a return to their Lordships of the names of his Queen's Scholars for the ensuing year, within twenty-one days after the date of publishing the list.

The subjects of examination will be those of the Pupil Teachers' course.

Candidates for Queen's Scholarships in normal colleges for females should acquire a knowledge of some good manual upon domestic economy. An exercise will be given upon this subject, and also in sewing and cutting out.

SCALE OF PAYMENTS on behalf of QUEEN'S SCHOLARS.

1.—From and after the 1st of January 1856, the payment to be allowed for all Queen's Scholars will be uniform, viz., £23 in the case of males, and £17 in the case of females.

2.—In consideration of this payment, the normal colleges, on admitting any Queen's Scholar, are understood to agree thereby to provide tuition, lodging, board, washing, and medical attendance for the Queen's Scholar without any further charge.

3.—To Queen's Scholars of the first class there will be allowed the following personal payments, in aid of their travelling and private expenses, and of the purchase of books:—

MALES	First Year - £4.	FEMALES	First Year - £3.
	Second Year - £6.		Second Year - £4.

4.—These personal payments will be made by half-yearly instalments, in Post Office Orders, to the Queen's Scholars themselves; the first half-yearly payment at Lady Day, and the second at Michaelmas, in each year.

5.—The personal payments will depend, like the rest of the exhibition, upon quarterly certificates, by the Principal, of the Queen's Scholar's good conduct, attainments, and skill in the pursuit of his [or her] profession.

The exhibition (which is renewable for a second year) is liable to be withdrawn if the Queen's Scholar fails in the examination of Students at the end of the year, or if the Principal of the normal college expresses himself dissatisfied with the conduct, attainments, or skill of the Queen's Scholar.

Thus Government may assist a meritorious Pupil Teacher with 75*l.* in the course of his apprenticeship, and 56*l.* for two years passed by him at a normal college, besides the sums paid during the apprenticeship to the Master of the elementary school for special instruction given to the Pupil Teacher, and, at the end of each year's residence in the normal college, to the authorities thereof in aid of such part of the cost of training as is not covered by the Queen's Scholarship.

In the case of Pupil Teachers who have completed their apprenticeship, the Committee of Council will, pursuant to a Minute dated 23 July 1852, recognize their employment as Assistants in schools liable to inspection, under the following conditions, viz.:

1.—That, in each year of their apprenticeship, they shall have acquitted themselves creditably upon examination before Her Majesty's Inspector, and shall have produced unqualified testimonials from the managers and teachers of their schools.

2.—That the Master or Mistress of the school in which the Assistant is employed hold a Certificate of Merit.

3.—That the School be well furnished and well supplied with books and apparatus.

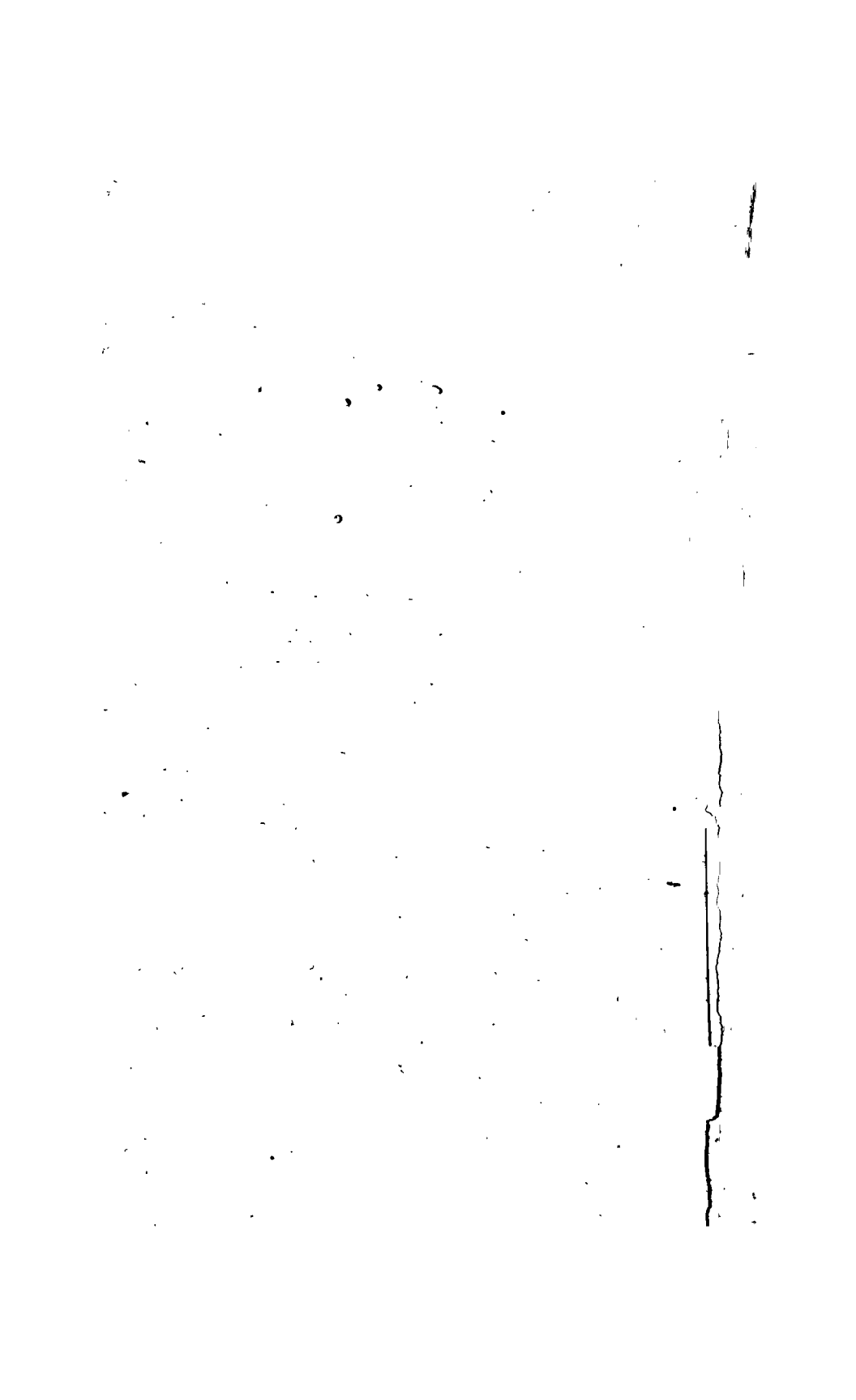
4.—That every such Assistant shall be taken to be equivalent to two apprenticed Pupil Teachers, in reckoning the number of such apprentices to be maintained at the public expense in any school.

5.—That every Assistant produce the same annual certificates as are required of apprentices from the managers and principal Teacher of the school, and be favourably reported of by Her Majesty's Inspector as to attainments and practical skill.

When the foregoing conditions are fulfilled, their Lordships will allow an annual stipend of 25*l.* in the case of a male and 20*l.* in the case of a female Assistant Teacher.

Their Lordships will allow, without further examination, a Queen's Scholarship of the FIRST CLASS to all Assistants who shall have acquitted themselves satisfactorily for three years. Applications for such scholarships must be transmitted to their Lordships' Secretary *through the Principal of some normal college under inspection*, who is willing to receive the applicant, from the 1st of the following January, as one of the Queen's Scholars then to be allowed.

Assistant Teachers of three years' standing and upwards may be examined for Certificates of Merit, but will not be admissible to receive pecuniary augmentation on account of them, except on fulfilment of the usual conditions of augmentation grants.



AUGMENTATION BROAD SHEET.

Committee on Education, of Her Majesty's Most Honorable Privy Council.

N.B.—No application for aid from the Parliamentary Grant can be entertained excepting from the Trustees or Managers of the School for which the aid is desired. Trustees or Managers who address a letter to—"The Secretary of the Education Department, Privy Council Office, London, S.W."—will be furnished with the proper forms of application, and with such other documents as are necessary for a thorough comprehension of the benefits to which Schools may become entitled, and the conditions upon which those benefits are granted.

AUGMENTATION OF SALARIES OF SCHOOLMASTERS AND SCHOOLMISTRESSES WHO HAVE OBTAINED CERTIFICATES OF MERIT.

Their Lordships will grant, in aid of the salary of every Schoolmaster and Schoolmistress appointed to a School under their Inspection, annual sums, according to the conditions set forth in the following table. The amount of the Grant will depend in each instance *primarily* upon the class of the Certificate. But Teachers entitled by their Certificates to one of the higher rates of augmentation will not be deprived of a lower rate, if their salaries and emoluments fulfil the conditions of that lower rate but not of the higher rate; and they would become entitled to the rates of augmentation corresponding to their Certificates if at any time afterwards they obtained the requisite salaries and emoluments.

Three classes of Teachers are recognized in their Lordships' Minutes. 1.—Principal Teachers (as herein-after set forth). 2. Assistant Teachers, pursuant to the Minute of 23 July 1852. 3. Pupil Teachers, as set forth on the back of this Sheet. In cases where School Managers desire to obtain Grants for Assistant Teachers, the Assistants must be brought within the conditions which define one or other of these three classes.

1. The augmentation commences from the first day of the month next following the date of the examination, provided that the Teacher obtaining the Certificate be then in charge of an Elementary School under inspection.

2. Certificated Students or Teachers entering upon the charge of their first, or of new, Schools, are conditionally entitled to Grants in augmentation of their salaries from the month next following the date of notice to the Committee of Council, from the Managers, of the exact day on which the charge was undertaken.

3. Their Lordships will direct the inspection of the School to take place within one year; and, if the period appointed for the annual visit of Her Majesty's Inspector does not harmonize with the date at which the Teacher obtained his Certificate or entered upon his School, he will receive a proportionate payment for the intervening months.

4. Proportionate payments will be made for the first year only. The rule is that Augmentation Grants are conditionally due for periods of twelve months; such periods being reckoned from the month allotted for the annual visit of Her Majesty's Inspector in one year to the same month in the following year; and Teachers who quit their Schools in the course of one of these periods will not receive payment for any portion of the incomplete period.

MASTERS.

Qualifications.

N.B.—A detailed Syllabus of the Subjects of Examination, some of which vary from year to year, will be forwarded on application to the Secretary of the Education Department.

To exhibit a competent ability in—

To teach a class in the presence of H. M. Inspector, with special regard to—

Conditions to be fulfilled by the School Managers.

Where the Master has a House or suitable Lodgings, rent-free.

Minimum Salary to be paid by the Managers, independently of the sum granted in augmentation by the Committee of Council on Education.	Minimum proportion of school income to be raised by voluntary contributions.*
£ s. d.	£ s. d.
60 0 0	30 0 0
55 0 0	27 10 0
50 0 0	25 0 0
46 0 0	23 0 0
43 0 0	21 10 0
40 0 0	20 0 0
36 0 0	18 0 0
33 0 0	16 10 0
30 0 0	15 0 0
25 0 0	12 10 0
20 0 0	10 0 0

If the Master be not provided with a House or suitable lodgings, rent-free, a FURTHER SUM of 10*l.* must be added to every sum in EACH of these columns. In Wales, or in the Highlands of Scotland, it will suffice to add 6*l.* 13*s.* 4*d.*, under the like circumstances.†

Rates of Augmentation by the Committee of Council on Education.‡

£ s. d.
30 0 0
27 10 0
25 0 0
23 0 0
21 10 0
20 0 0
18 0 0
16 10 0
15 0 0
12 10 0
10 0 0

Teachers in Welsh or Highland Schools, obtaining Certificates of Merit from the Committee of Council in the Third Division of the Third Class, will be conditionally entitled, according to the amount and composition of their salary, to one of the three rates of augmentation which are bracketed together. In other Schools, 15l. is the lowest augmentation allowed.

Schedule A.

Subjects of Examination common to the Two first Years of Normal Training.

Religious Knowledge (in Schools not included under Minute of 10 July 1847 ¶).
Reading (as part of Elocution).
English Grammar and Composition.
Penmanship.
Arithmetic.
British History.
Geography.
The Organization, Discipline, and Management of Elementary Schools.
Vocal Music.
Drawing.**

Schedule B.

Special Subjects for the First Year.

Euclid (First Four Books).
Algebra, *or* Latin.
Mechanics.

Special alternative Subjects for the Second Year.

Physical Science,
Higher Mathematics,
English Literature,
Or Latin.

Teachers who have completed their 35th Year may choose whether they will take the First or the Second Year's Subjects.

Teachers who have not completed their 35th Year must pass for the First Year, and will not be certificated thereupon higher than the third degree of merit. In order to exceed that rating, they must pass for the Second Year on a subsequent occasion.

Schedule C.

Subjects for the Third Year.

The Bible generally.
The Evidences of Christianity.
School Management.
Vocal Music.
Drawing.**

In addition to the above subjects, Students of the Third Year will be examined in *one* of the following subjects, at their option. They will be required to specify the subject at the commencement of the third year.

1. Mental Science as applied to education.
2. Experimental Science (especially as applied to manufactures and agriculture).
3. Higher Mathematics.
4. Languages (ancient or modern), as a means of intellectual discipline.
5. History.
6. English Literature.

N. B.—A paper on Welsh, and a paper on Gaelic, are presented to such Teachers as desire to work them, with a view to service in Welsh or Highland Schools. Every teacher who passes a *thoroughly* good Examination in one of those languages will be specially registered; and, as often as Her Majesty's Inspector certifies of any particular School, that it is one in which a knowledge of Welsh, or Gaelic, is needful in the Teacher, an extra payment of 5*l.* will be allowed, *over and above the usual augmentation*, so long as the Teacher remains in that School.

CERTIFICATES

Of Merit by the Committee of Council on Education.

Annual.

By the School Managers.	By H. M. Inspector of Schools.
Upper Degree—	
1st Division	
2nd Division	
3rd Division	
Middle Degree—	
1st Division	
2nd Division	
3rd Division	
Lower Degree—	
1st Division	
2nd Division	
3rd Division	

The Lower Class of Certificate answers to the subjects of the First Year.

The Middle Class answers to the subjects of the Second or Third Year.

The Upper Class is reserved for extraordinary merit in the written Examination, coupled with corresponding efficiency in School-keeping during the two years of probation§; until the end of which period the Class List remains *a simple record of Examination*, and does not confer the grade of Certificated Teachers upon those named therein.

Teachers who have completed their 35th year may obtain the Middle or Upper Class, although passing upon the first year's subjects.

Teachers engaged (without removal) in Schools which, for two years immediately preceding the Examination have been receiving annual grants, may be certified at once, according to the next Report of the Inspector, without further probation.

By the School Managers.	By H. M. Inspector of Schools.
£ s. d.	£ s. d.
20 0 0	20 0 0
18 0 0	18 0 0
16 0 0	16 0 0
15 0 0	15 0 0
14 0 0	14 0 0
13 0 0	13 0 0
12 0 0	12 0 0
11 0 0	11 0 0
10 0 0	10 0 0
8 6 8	8 6 8
6 13 4	6 13 4

That the Teacher's character, conduct, and attention to duty are satisfactory.

That the Teacher's School is efficient in organization, discipline, and instruction.

MISTRESSES.

Rates of Augmentation by the Committee of Council on Education.‡

Conditions to be fulfilled by the School Managers.

Where the Mistress, or her Husband (being the Schoolmaster), has a House or suitable Lodgings, rent-free.

Minimum Salary to be paid by the Managers from voluntary contributions and school-pence, independently of the sum granted in augmentation by the Committee of Council on Education.	Minimum proportion of school income to be raised by voluntary contributions.*
£ s. d.	£ s. d.
40 0 0	20 0 0
36 0 0	18 0 0
32 0 0	16 0 0
30 0 0	15 0 0
28 0 0	14 0 0
26 0 0	13 0 0
24 0 0	12 0 0
22 0 0	11 0 0
20 0 0	10 0 0
16 13 4	8 6 8
13 6 8	6 13 4

If the Mistress be not provided with a house, or suitable lodgings, rent-free, a FURTHER SUM of 6*l.* must be added to every sum in EACH of these columns. In Wales, or in the Highlands of Scotland, it will suffice to add 4*l.* under the like circumstances.†

Qualifications.

The Examination of Female Candidates is not separated according to the years of Normal Training, but each paper is divided into elementary and supplementary sections.

To exhibit a competent ability in—

To teach a class in the presence of H. M. Inspector, with special regard to—

To exhibit a competent ability in—	To teach a class in the presence of H. M. Inspector, with special regard to—
Religious Knowledge (in Schools not included under Minute of 10 July 1847 ¶).	Tone of Voice.
Reading (as part of Elocution).	Manner.
English Grammar and Composition.	Pronunciation.
Penmanship.	Skill in the art of keeping a Class attentive and active.
Arithmetic and Book-keeping.	Whether this is done without undue noise or harshness?
Industrial Skill.	Lessons,
British History.	Whether communicated in a well-arranged order?
Geography.	Whether graphic?
The Organization, Discipline, and Management of Elementary Schools.	Whether addressed to the understanding of the children?
Knowledge of Household Duties and Domestic Economy.	Whether they are likely to carry away much or little of it?
Vocal Music.	Examination,
Drawing from Models.	Whether animated?
	Whether Judicious?
	Whether patient?
	Illustration,
	Whether by drawing, or otherwise?

Teachers in Welsh or Highland Schools, obtaining Certificates of Merit from the Committee of Council in the Third Division of the Third Class, will be conditionally entitled, according to the amount and composition of their salary, to one of the three rates of augmentation which are bracketed together. In other Schools, 10l. is the lowest augmentation allowed.

TIME AND PLACE OF EXAMINATION.

The first step to be taken by teachers in charge of Elementary Schools who desire to be examined for Certificates is to request the Managers of their Schools to apply to the Committee of Council on Education. All correspondence with the Committee of Council must be conducted by the Managers of the School in which the Teacher is engaged.

Teachers who have left Normal Colleges subject to Inspection, under the authority of the Committee of Council—	Teachers who have been trained in Normal Colleges not subject to Inspection, under the authority of the Committee of Council, or who have not been trained in Normal Colleges.
May be conveniently assembled at the Annual Examination held at the Normal College in which they were educated, and may be examined in common with the Students. The Teachers who have left the School will be expected to give evidence of a higher degree of practical skill in teaching, and of a deeper knowledge of discipline, organization, and method; in other respects, evidence will be required of attainments closely similar in degree to those of the Students in the Normal College.	May, if found qualified, on application to the Committee of Council, and with the sanction of the Principal, attend the Examination at one of the Normal Colleges under inspection, which are generally opened, by the courtesy of the authorities, to such Teachers, being properly introduced, although they may never have been Students. These Examinations are held in the month of December.
Teachers who are presented for Examination by the authorities of the particular Colleges in which they resided as Students, *without application on the part of the Managers of the Elementary Schools in which they are engaged to the Committee of Council*, will (being successful) appear in the list; but no Certificate of Merit obtained under such circumstances will entitle the holder of it to a Grant of Augmentation until the Managers of some Elementary School have satisfied their Lordships that the requisite conditions of a Grant are fulfilled.	Candidates (*not having been Pupil Teachers, nor Students in Normal Colleges under inspection*), cannot be admitted to be examined for Certificates until after they have completed their 22nd year, and their Schools have been inspected and favourably reported upon by one of Her Majesty's Inspectors (Minute of 10 December 1851).

No Teacher will in future be admitted to the December Examination whose name has not been communicated in writing to the Secretary of the Education Department before the 20th day of the preceding November.

Grants to Normal Colleges for every Student trained therein, who, at the examination of those institutions by H. M. Inspectors, is classed—

At the end of year's residence.	For Students in each class of Merit.	To be granted to the Treasurer of the College.
		£ s. d.
First	1	20 0 0
	2	16 0 0
	3	13 0 0
Second	1	24 0 0
	2	20 0 0
	3	16 0 0
Third	1	24 0 0
	2	20 0 0
	3	16 0 0

Two thirds of the above sums will be granted to Normal Colleges for Females on account of Students who obtain the corresponding Certificates.

No Grant will be made to a Normal College for Students who have not at the time of the Examination been resident at least a year in the College.

Teachers who at the Examination of a Normal College obtain Certificates, having completed their course of instruction there within the year ending at the date of the Examination, are, for purposes of Grants to the College, considered as Students.

The Grants specified in this column are paid in the nature of reimbursement to the authorities of each College. They are wholly distinct from the Queen's Scholarships, which belong to each exhibitioner individually. (See Broad Sheet for Pupil Teachers.)

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* The rest of the School-income must be derived from *School-pence*, unless a greater proportion than that stated above, or the whole, be derived from *voluntary contributions*. Their Lordships will, however, be disposed to receive and consider a special report in favour of any self-supporting School which may appear to merit admission, as an exception to this rule. No funds derived from any *permanent endowment*, whether local or general, can be taken into account, except during the life of the donor.

† If the Master and Mistress of a School are man and wife, or brother and sister, or father and daughter, living together, with a joint Salary, and each or one of them seeks a Grant of Augmentation, their joint Salary must be sufficient (upon a supposed division) to fulfil in *each* case the conditions of the Grant to which their *respective* Certificates entitle them; but the house or lodgings rent-free, or the money equivalent, will only have to be provided *once*, and may be reckoned indifferently as belonging to *both* or *either* of them.

‡ These Grants will be made by Post Office Orders, payable to the Teachers themselves. They belong exclusively to the Teachers, not to the general funds of the School. Their Lordships cannot sanction corresponding reductions in the previous Salaries of the Teachers, even though more than sufficient to fulfil the conditions of the particular Grant.

§ Students in Normal Colleges are *classed*, at the end of each year of training, according to the result of the examination passed by them, but are not certificated. No Certificate of Merit is granted to a student, as a teacher, until he has been for two years in charge of *the same* Elementary School, and has been twice reported on, as the Teacher of it, by Her Majesty's Inspector. Whether he is to be entitled to a Certificate, and of what class, is determined by the tenor of those reports, and by the result of his examination previous to quitting the Normal College. If the first report be favourable, his Augmentation and class of Certificate the first year on the scale of the lowest class. If the second report be favourable, his Augmentation and class of Certificate is fixed for the next five years. After which interval, and so on from time to time, the Certificate and Augmentation will be open to revision, according to the character of the intermediate reports. The value of the Certificate, in the first instance, is not fixed higher than the first division of the third class, for any Student who has resided less than two years at a Normal College under Inspection.

Re-examination will not raise the value of a Certificate until the time comes for revising it at the end of the then current period of five years. If, at the end of that period, a teacher is found to have afforded evidence, not only of improved school-keeping, but also, of increased attainments, he will not fail to reap the benefit of such two-fold merit, and *vice versâ*; but in the meantime the result of the re-examination will be simply recorded.

¶ Extract from Minute dated 10 July 1847:—"There are schools to which grants may be made though the managers object, on religious grounds, to make a report concerning the religious state of such schools."

** *A memorandum of full competency to give instruction in Drawing* will be recorded in favour of those candidates only who have successfully performed each of the five exercises enumerated below.

Teachers already holding Certificates of Merit may either attend the December (*in Scotland, June*) Examinations at the Normal Colleges before Her Majesty's Inspectors, in order to perform the exercises in Drawing, or they may make any arrangement which may be in their power for attendance at a Drawing School, in connexion with the Department of Science and Art, in order to be examined there.

Prizes consisting of books, materials, and instruments, calculated to be of use to the successful Candidates in their further progress, are given for each exercise. A certain liberty of choice is accorded to the candidates themselves, who, with the exercises, are furnished with a list of the prizes, from among which they mark on their own exercise the particular prize they would prefer to obtain for it, if successful.

Teachers conditionally entitled, as the holders of Certificates of Merit, to augmentation of salary, may receive, in addition to that augmentation, the following annual payments, according to the exercises which they may be registered as having passed in Drawing.

a. Freehand	£2	Memorandum of full competency in Drawing.
b. Linear Geometry	1	
c. Linear Perspective	1	to give instruction in Drawing.
d. Model and Object Drawing	1	

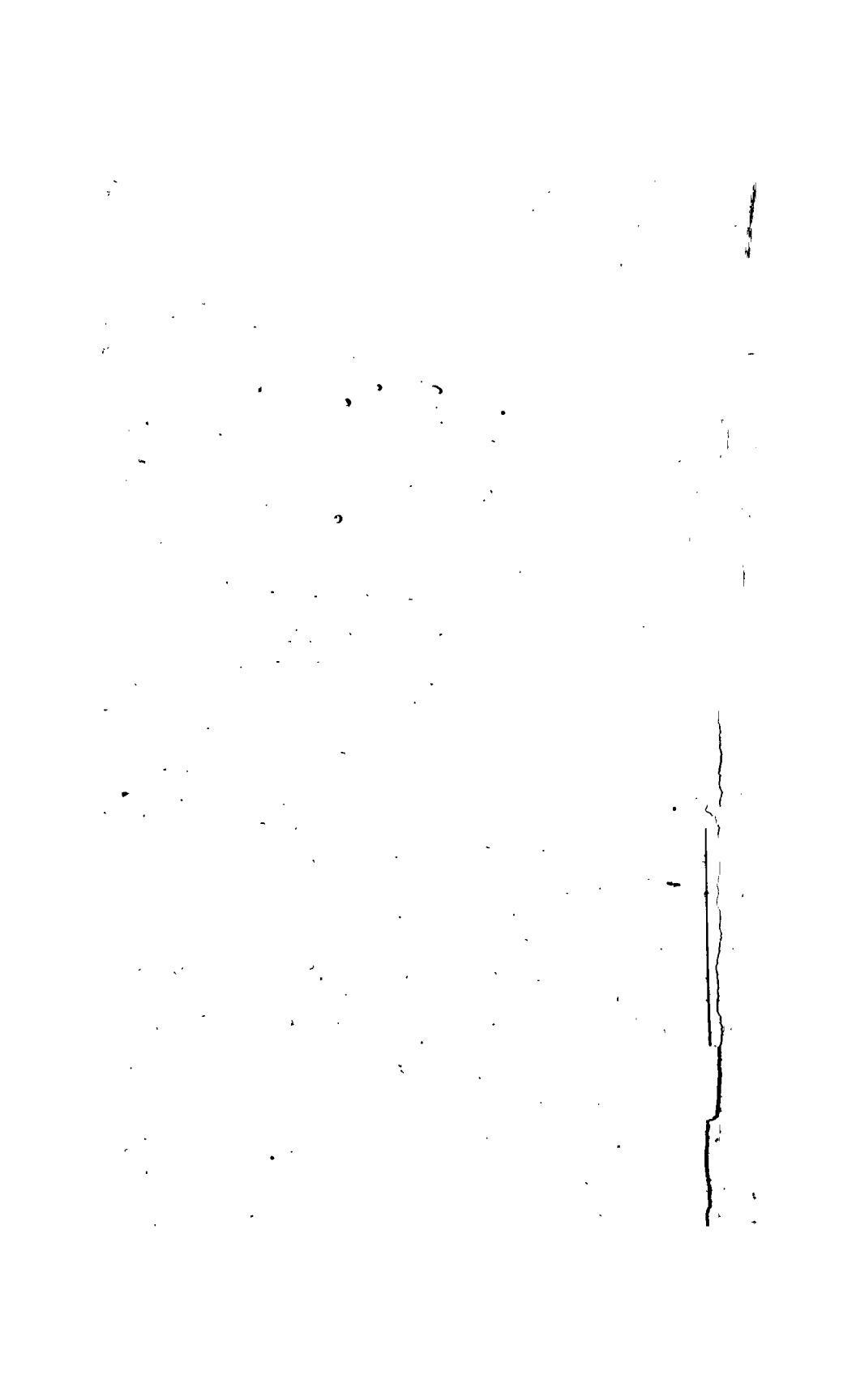
If it should be reported to the Committee of Council on Education that undue preference is given to Drawing over other necessary branches of elementary instruction, or that Drawing is not made conducive to good Writing, or that Drawing itself is not properly taught throughout the School, these payments will be liable to be withdrawn.

A Certificated or Registered Teacher with Apprentices, holding a Memorandum of full competency in Drawing, may (in addition to the sums mentioned in the last paragraph, and also in addition to the ordinary augmentation and gratuity) receive the sum of £1, for every Apprentice, up to a maximum of £3, who has been entirely instructed by the same teacher in Drawing, and whose annual progress in Drawing is satisfactory.

No Candidate who is required to pass the general examination before Her Majesty's Inspector, as for the end of the first year, may obtain a Memorandum of competency in Drawing for more than *two* of the branches enumerated above.

Candidates of the second year are not subject to the last preceding limitation.

Candidates will not be required to pass again any of the exercises for which (whether as Apprentices, Students, or Teachers,) they may have already obtained prizes; but each exercise as it is passed successfully, at whatever stage of their scholastic career, will be duly registered as so much gained towards the Memorandum of full competency in Drawing, and in the meantime will bear the corresponding value as soon as the candidate has become a Certificated Teacher.



INSTRUCTIONS TO INSPECTORS, &c.

CHARACTER OF SCHOOL INSTRUCTION.

Extract from Circular Letter to Her Majesty's Inspectors of Schools, dated 30 September 1857, calling attention to necessity of giving a practical character to school-instruction.

"In all your examinations my Lords wish you to lay the greatest possible stress upon the ability of the children to read, write, and work sums in such a manner as will really enable them to employ those attainments in the practical business of life. There is great reason to fear that school teachers are in the habit of often resting satisfied with a lower standard of proficiency in the reading, writing, and arithmetic, even of their best scholars, than would be tolerated in any handicraft or occupation by which, after leaving school, the same children were to earn their living. It is obvious that elementary education can neither become popular nor useful until a sounder practice prevails in this part of it, and that any attempt to pursue more advanced subjects at the expense of this groundwork can only entail discredit and failure." Character of instruction.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

BOOK LISTS.

Circular Letter to Her Majesty's Inspectors of Schools, cautioning them not to allow their official titles to be used in advertisement of School-Books, &c.

Sir, Education Department, 25 March 1857.

In the course of revising the list of books and maps for the purchase of which grants are made to the managers of schools, my Lords have been led to notice numerous advertisements wherein Her Majesty's Inspectors of Schools are quoted by name as having approved of particular works. Books, &c.

One of the greatest difficulties experienced in undertaking to make grants of this kind was to avoid the onus and odium of an apparent censorship by the Government on books.

In the mind of the public there is not much distinction between the Committee of Council and its responsible officers.

It is in vain, therefore, to remove every indication of such censorship from the documents and correspondence of this office, if Her Majesty's Inspectors allow public use to be made of their names.

The same remark applies, not only to printed matter, but, to every other appliance of education which is supplied by trade.

If Her Majesty's Inspectors think it necessary to express opinions upon these subjects in writing, such opinions should always be given under the stipulation that no public use be made of them.

No single Inspector is authorized to speak either for the Committee of Council or for his colleagues; and the record of his own individual opinion upon particular works may possibly place either himself or others in circumstances which it is better to avoid.

Oral communications with the managers of schools who invite an opinion may be resorted to without the same objections.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

Enclosure in foregoing Circular, stating Principles on which Book List has been compiled.

Books, &c.

SIR, Committee of Council on Education, August 1856.

THEIR Lordships, having completed the revision of their list of works for use in elementary schools, direct me to state, for your information, the principles by which they have been guided.

The object of the Committee of Council, as regards elementary educational works, has been to make them known to the managers of schools, and to facilitate the purchase of them.

The difficulty of school managers does not consist in providing the means of reference to works of comparatively expensive character, but *in putting class-books into the hands of each scholar, and furnishing the school with large maps and diagrams for class teaching.* It is to the supply of such works, and of suitable text-books for teachers and pupil-teachers, that my Lords desire to confine the application of the Parliamentary Grant.

My Lords accordingly reserved to themselves the liberty of rejecting any work which by its subject-matter might appear to them to be unsuitable for the purpose in view, viz., *the elementary instruction of children in school;* but they have not gone further than this into the merits of any particular work.

Their Lordships have continued to confine the List to works which purport to convey secular information.

In compiling the present List in accordance with this limitation, their Lordships have taken as a basis the works submitted to them by educational publishers and societies; and in deciding upon rejection they have endeavoured to act upon general rules, of which the convenience and impartiality should be at once apparent. Had all the works offered been admitted, the list would have been twice as large, and this circumstance alone may be taken to justify some degree of rejection.

Premising thus much, I am directed to state the chief heads under which rejection has been made.

Their Lordships have excluded—

1. Works in ancient history and
   Ancient geography,
   Ancient and modern languages,
   Chronology and biography (except so far as included in the common reading lessons).
2. Works on subjects of technical or professional education.
3. Historical and geographical accounts of separate countries, other than England, Scotland, and Ireland.
4. Books purporting to bear specially on the education of the children of the middle or upper classes of society.
5. Serial and periodical publications.
6. Lectures and addresses.
7. Metrical books of instruction intended to be learned by rote.
8. Books of skeleton themes, and other similar exercises in composition.
9. Spelling books.
10. Small manuals of etymology, small dictionaries, small collections of arithmetical tables, small catechisms, and the like.—About 300 publications have been rejected under this head.
11. Books of questions.
12. Books of exercises.
13. Keys.
14. Collections of vocal music, unaccompanied by instruction.
15. Reading lesson books not belonging to a series.
16. Editions of Euclid's Elements containing less than four books (the number required of pupil-teachers in the course of their apprenticeship).

17. Books of which the edition submitted was published before the year 1846, and, in the case of geographical books, before 1850.
18. Duplicate editions of works in which there is no existing copyright.
19. Ruled stationery.
20. Writing models for the use of the scholars individually.
21. Blank projections for maps.
22. Outline maps intended to be filled up by the scholars.
23. Maps not mounted.
24. Books costing more than ten shillings, reduced price, and atlases and maps costing more than twenty shillings.

In explanation of the occasional appearance in the list of a work comprised in any of the above classes, I am to mention that all the works which were included in the old list, and continue to be in demand, have been retained in the new.

Further, the Committee of Council have not been able to afford space in the list for more than one form of the same work. But my Lords have in all such cases carefully selected that form of the work which appeared to them to be the best adapted for use in an elementary school. Their Lordships have accordingly given a preference to editions of books bound in *one volume*, to editions of atlases containing *coloured* maps, and to *coloured and varnished* editions of wall maps.

With regard to the unavoidable bulk which the list assumes upon the only principles of selection and rejection which were open to a public department, it may be borne in mind that private promoters of education (whether societies or individuals) are at liberty to recommend selections from the list, in any way they may think fit, to the managers of schools.

I may state also that the Committee of Council will consider plans for encouraging the establishment of local depôts at which managers and teachers may inspect specimen copies of all the works included in their Lordships' list.

I am to request that you will from time to time communicate to their Lordships the names of any works which in your opinion it would be desirable to add to the list. My Lords will, on the receipt of your recommendation, cause copies of the works specified to be procured, and will consider the works with reference to the then next ensuing reprint of the list.

Their Lordships expect that in this manner the list may be made to serve as a tolerably complete guide to the chief works of elementary instruction on secular subjects published in this country.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

DRAWING.

Circular Letter to Her Majesty's Inspectors of Schools as to Instruction in Drawing.

Education Department, 27 February 1858.

Sir,

I have the honor of requesting your attention to the enclosed copy of the Minute dated 24 February 1857, on the subject of drawing (*see* Minutes of 1856-7, page 25). Drawing.

You are already familiar with the practice under that Minute, so far as the examination of *pupil-teachers* is concerned.

It has now become necessary to request your attention *more particularly to Section 8 in the same Minute.*

Pursuant to that section, certificated or registered teachers having charge of apprentices, may receive certain annual payments ranging from 1*l.* to 5*l.*, according to the examinations which they may have passed in drawing.

The consideration for these payments is expressed in the last paragraph of the 8th section, *i.e.*, drawing is to be taught throughout the school, like any

other branch of instruction which enters into the regular programme of lessons.

If you will have the goodness to turn to pages 2, 3, and 4, of the enclosed Form IX. (Managers' Return),* you will observe that space is left for the proper entries. My Lords are duly furnished from time to time with lists by the Department of Science and Art, containing the names and other needful particulars of all those certificated or registered teachers who pass any or all of the prescribed examinations in drawing.

The entries made by the managers in this part of the Form IX. will guide you in the inspection of the school, and will be verified in this office before the grant is paid.

It will be your duty in all schools where you find teachers who are thus certified for drawing to ascertain and to state in your report,—

1. Whether drawing is actually taught in the school;
2. Whether it is taught in due combination with other subjects of elementary instruction to all children who learn writing; and
3. Whether the writing of the children who learn drawing exhibits well-formed letters.

So far as any professional examination of the instruction in drawing is concerned, my Lords will not hold you responsible for it. But you will be good enough to explain to the managers of the school that it is a condition of their permitting their teacher to receive the allowance for drawing under section 8 of the Minute, that they also permit the officers of the Department of Science and Art to ascertain at least once in the course of each year, with what degree of success the teacher is instructing a fair proportion of his scholars in drawing. The officer who makes this inquiry will give notice to the managers at least one week before-hand of the arrangement by which he proposes to pursue his inquiry.

In many cases a school of art is likely to be within reach, rendering an examination of the children, either there or by the Art Inspector in their own school, perfectly easy. The officer who examines the drawing will report the result to the Department of Science and Art, and if his report be unfavourable it will be communicated to the Committee of Council, in order that it may be taken into account *before the next allowance to the teacher on his certificate for drawing is made at the date fixed for the payment of annual grants to the school.* It may not be possible in all cases at first to arrange for a special inquiry into the instruction in drawing under section 8, but this will cause no delay in the payments which will be issued on the report of Her Majesty's Inspector as often as no communication to the contrary has been received from the Department of Science and Art. Notice of each payment for drawing as it is made will be sent to that department, in order that they may arrange for inquiry before another falls due.

It is hoped that by these means the Minute of 24 February 1857 may not only have the effect of simplifying, and of rendering more effectual the examination of pupil-teachers in drawing, but that it may also tend to bring all those children who are old enough within the reach of similar instruction.

The precision which drawing requires gives it much of the same educational value as attaches to the practice of a handicraft, while on the other hand it requires comparatively so little additional apparatus, and has so much in common with writing and with geometry, that its introduction entails a much less wide departure from the ordinary course of lessons than most

	[1]F.	L. G.	L. P.	M.
* Whether registered specially for Drawing				

[1] These letters stand respectively for Freehand, Linear Geometry, Linear Perspective, and Model and Object Drawing. A cross × should be entered under each letter, denoting subjects for which the teacher has obtained a prize from the Department of Science and Art. (Minute of 24 February 1857).

other industrial subjects. My Lords wish the introduction of it into elementary schools to be generally encouraged, and it is important that with this object in view, you should endeavour to disabuse persons of the notion that the kind of drawing which has been hitherto known as an accomplishment in schools for the rich, is that which would be taught under the present Minute in schools for the poor. The kind of drawing which it is proposed to teach is in the strictest sense an education of the eye and of the hand, such as may, indeed, be the first step in the career of a great artist, but must at any rate enable the commonest workman to do his own work more neatly and better.

So far as the introduction of drawing may seem to add another item to a list of subjects already too great for young children to learn, I am to observe, that the knowledge which my Lords wish to see all children bring with them from school is,—

1. The power to read easily and intelligently enough to make reading a pleasure;
2. The power to write easily and legibly; and
3. The power to perform and to apply to everyday matters the common operations of arithmetic, at least as far as practice and the rule of three, inclusive, rapidly, accurately, and with as much comprehension of the principles as is practically necessary for this purpose.

As to other subjects, the walls of a school carry maps and diagrams; every reading lesson, every dictation lesson, must be about something or other; the trained and certificated teachers have been highly educated themselves in order to be able to connect and to explain as much of history, geography, grammar, and the rudiments of natural science, as occur in all the reading books commonly used. While, however, the teacher's general knowledge is thus employed in giving life and interest to the entire course of instruction, and in rescuing it from that character of merely mechanical drudgery into which it formerly was too apt to fall, the main stress, nevertheless, of the instruction should turn rather *upon what the children are to be enabled to do, than upon what they are only to answer about.* Drawing, like reading, writing, and arithmetic, falls under this practical description, and if the three latter subjects were proved by your inspection to be taught in a school according to the standard fixed in the earlier part of this letter, it would not be necessary to take any exception under section 8 to the undue preference of drawing.

It is not wholly foreign to the present occasion to add, that much greater stringency is requisite in teaching these indispensable instruments of all further progress than is applied in many, if not in most, of the schools under inspection. Not only is this fact made apparent from the earlier examinations held under every prize-scheme, but whenever the attempt has been made to connect primary with secondary schools, it has been found that the proficiency which the greater part of the scholars brought with them in the merest elements of instruction was too loose and unsatisfactory to bear any practical superstructure without laying much of the foundation again. Your inspection may do a great deal towards curing this evil, if it never fails to begin by exacting (through specific exercises) strict proof of power to use the first instruments of knowledge, and if no appearance of general intelligence or of general information is allowed to redeem failure in this respect from a severely condemnatory report.

Of course these and similar instructions leave untouched those which (in the case of certain of the inspectors) direct inquiry to be made into religious knowledge.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

SUPERANNUATION.

Extract from Circular Letter to Her Majesty's Inspectors of Schools, dated 12 June 1857, stating Resolution not to undertake any Scheme for Superannuation of Teachers.

Teachers' superannuation.

"The Committee of Council, as you are doubtless aware, has had under its consideration various proposals during the last few years for the superannuation of teachers.

A certain limited class of cases is provided for by the Minute of 6 August 1851 (*Minutes of* 1851–2, p. 25), but the proposals in question contemplate some general and uniform provision.

It has never been proposed that the Government should make a general offer of pensions. In one form or other, it has always been assumed that the teachers were to make provision for themselves, and the points urged upon my Lords have been the means of ensuring (by compulsion, or by encouragement, or by both) that the teachers did so.

The Act 16 & 17 Vict., c. 45., and the table annexed to this letter, being an extract from the general tables prepared by the Commissioners for the Reduction of the National Debt, show what are the annual payments which would have to be made from the twenty-first year to the forty-fifth year, upon average lives, for annuities of 20*l.* or 30*l.*

Their Lordships, having had various schemes of superannuation allowances to teachers before them, have given their most attentive consideration to the matter.

It is impossible to overrate the importance both to the individuals themselves, and to the cause of education, that teachers should make due provision for their timely and honorable retirement.

The average of their receipts is, probably, at the present moment, somewhat artificially raised by a demand in excess of the supply. A certificated master, besides a house, receives (in salary and in Government grants together) about 90*l.* per annum, and a certificated mistress 60*l.*, on the average of the whole kingdom.* This is liberal payment for young men and women, the children, frequently of artizans and labourers, at the age of twenty-one or twenty-two years, in a comfortable and honorable profession, and the fact that this income accrues almost at once, and is not commonly much augmented by length of service, renders it matter of common duty and prudence that young schoolmasters and schoolmistresses should not spend the whole of their earnings, but should learn to put by a sufficient portion. The early purchase of a deferred annuity is one among other means for this purpose. The annuity extends to the end of life, and the demand for premiums comes in aid of weak resolution when the annual savings have to be made.

A general provision, however, for superannuated or incapacitated teachers involves social as well as merely educational considerations. Teachers cannot be supposed to be less alive than other men to prudential motives, nor are their circumstances less varied than those of any other class. It is everyone's duty to make provision for sickness or old age. But it would be a very arbitrary interpretation of this duty to compel every man, by Act of Parliament, to purchase a deferred annuity, of a certain proportionate amount, and to commence at a certain fixed time of his life.

The general object of interfering at all with teachers in this respect could be answered only by compulsory interference, and the examples which have been quoted of such interference do not apply to the indirect relation in which the Government stands to the teachers of schools. The Government neither appoints nor dismisses those officers, nor does it recognize them, except as employed by the independent managers of schools under inspection.

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* *Infrà*, Table XIII., page 66.

Acting upon these views their Lordships have decisively resolved to confine the interference of the Committee of Council with the retirement of teachers to such a limited number of cases as, for the time being, may fall within the Minute of 6 August 1851, and since it is desirable that no misconception should exist about the intention of the Committee in this respect, I am to request that you will omit no opportunity in answer to inquiries of making it known. At the same time their Lordships wish you to call attention among the managers and teachers of schools in your districts, to the facilities afforded by the Act 16 & 17 Vict., c. 45., for making proper provision for old age on the security of the State in all those cases where the purchase of a deferred annuity is the most convenient mode of affecting this object. The purchase of a deferred annuity under the Act can be accomplished through any savings bank, but certain fees which the officers of such banks are entitled by law to charge for agency may be saved by purchasers who address their proposals directly (post paid) to 'The Secretary, National Debt Office, London, E.C.'

It might hereafter be a reason for not admitting any particular teacher to the benefit of the Minute of 6 August 1851, that he had, without special reasons, neglected to make proper provision for himself."

To Her Majesty's Inspectors of Schools.

Table referred to in foregoing Circular.

Age between	Man. To secure *with return of Premium* an Annuity, to begin when he is 55, of 20*l.* *Annual Payment.*	Man. To secure *with return of Premium* an Annuity, to begin when he is 55, of 30*l.* *Annual Payment.*	Man. To secure *without return of Premium* an Annuity, to begin when he is 55, of 20*l.* *Annual Payment.*	Man. To secure *without return of Premium* an Annuity, to begin when he is 55, of 30*l.* *Annual Payment.*	Woman. To secure *with return of Premium* an Annuity, to begin when she is 55, of 20*l.* *Annual Payment.*	Woman. To secure *with return of Premium* an Annuity, to begin when she is 55, of 30*l.* *Annual Payment.*	Woman. To secure *without return of Premium* an Annuity, to begin when she is 55, of 20*l.* *Annual Payment.*	Woman. To secure *without return of Premium* an Annuity, to begin when she is 55, of 30*l.* *Annual Payment.*
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
20 and 21	3 18 4	5 17 6	2 18 4	4 7 6	4 11 8	6 17 6	3 11 8	5 7 6
21 „ 22	4 3 4	6 5 0	3 1 8	4 12 6	4 15 0	7 2 6	3 15 0	5 12 6
22 „ 23	4 6 8	6 10 0	3 5 0	4 17 6	5 0 0	7 10 0	4 0 0	6 0 0
23 „ 24	4 11 8	6 17 6	3 8 4	5 2 6	5 5 0	7 17 6	4 5 0	6 7 6
24 „ 25	4 15 0	7 2 6	3 11 8	5 7 6	5 11 8	8 7 6	4 10 0	6 15 0
25 „ 26	5 0 0	7 10 0	3 16 8	5 15 0	5 16 8	8 15 0	4 15 0	7 2 6
26 „ 27	5 6 8	8 0 0	4 1 8	6 2 6	6 3 4	9 5 0	5 0 0	7 10 0
27 „ 28	5 11 8	8 7 6	4 6 8	6 10 0	6 10 0	9 15 0	5 6 8	8 0 0
28 „ 29	5 18 4	8 17 6	4 13 4	7 0 0	6 16 8	10 5 0	5 13 4	8 10 0
29 „ 30	6 5 0	9 7 6	4 18 4	7 7 6	7 5 0	10 17 6	6 0 0	9 0 0
30 „ 31	6 11 8	9 17 6	5 5 0	7 17 6	7 13 4	11 10 0	6 8 4	9 12 6
31 „ 32	7 0 0	10 10 0	5 13 4	8 10 0	8 3 4	12 5 0	6 16 8	10 5 0
32 „ 33	7 8 4	11 2 6	6 1 8	9 2 6	8 13 4	13 0 0	7 6 8	11 0 0
33 „ 34	7 18 4	11 17 6	6 10 0	9 15 0	9 3 4	13 15 0	7 16 8	11 15 0
34 „ 35	8 8 4	12 12 6	7 0 0	10 10 0	9 16 8	14 15 0	8 8 4	12 12 6
35 „ 36	9 0 0	13 10 0	7 10 0	11 5 0	10 10 0	15 15 0	9 1 8	13 12 6
36 „ 37	9 13 4	14 10 0	8 1 8	12 2 6	11 5 0	16 17 6	9 19 8	14 15 0
37 „ 38	10 6 8	15 10 0	8 15 0	13 2 6	12 0 0	18 0 0	10 11 8	15 17 6
38 „ 39	11 8 4	16 15 0	9 11 8	14 7 6	13 0 0	19 10 0	11 10 0	17 5 0
39 „ 40	12 1 8	18 2 6	10 8 4	15 12 6	14 0 0	21 0 0	12 10 0	18 15 0
40 „ 41	13 1 8	19 12 6	11 8 4	17 2 6	15 3 4	22 15 0	13 13 4	20 10 0
41 „ 42	14 5 0	21 7 6	12 16 0	18 15 0	16 11 8	24 17 6	15 0 0	22 10 0
42 „ 43	15 11 8	23 7 9	13 16 8	20 15 0	18 3 4	27 5 0	16 11 8	24 17 6
43 „ 44	17 3 4	25 15 0	15 6 8	23 0 0	20 0 0	30 0 0	18 8 4	27 12 6
44 „ 45	19 1 8	28 12 6	17 3 4	25 15 0	22 3 4	33 5 0	20 10 0	30 15 0

No annuity can be deferred for a shorter period than ten years.

CORRESPONDENCE, &c.

ORGANIZING MASTERS.

Correspondence with the National Society as to Grants in augmentation of Salaries of Organizing Masters.—(Six letters.)

(No. 1.)

National Society's Office, Sanctuary, Westminster,
30 January 1857.

SIR,

Payment of organizing masters.

I AM instructed by the committee of this society to request the consideration of the Committee of Council on Education to the following application.

The society has for many years had in its employ a staff of organizing masters whose duty it has been to visit schools at the invitation of the local managers, and to suggest such improvements in the working, apparatus, discipline, and organization as seemed desirable and possible in each case. The services of these masters have been and continue to be universally acceptable to managers of schools; and the committee have seen with much pleasure that several of Her Majesty's Inspectors have in their printed reports borne ready testimony to the usefulness of the work done by these officers of the society.

There are four of the present staff of these masters who hold Government certificates of merit,—Messrs. Haworth, Jones, Gruzelier, and May. They accepted their appointments on the understanding that they would not receive the payment, which under ordinary circumstances would have been made to them on account of their certificate; but the committee trust that their Lordships will agree with them in the opinion that these masters who have been selected for this work of organizing schools, which must be allowed to be a more responsible duty than that of conducting an ordinary elementary school, solely on account of their peculiar qualifications, should not on that account be deprived of the money which under other circumstances they would have received for their certificates.

The committee would gladly consider any proposition which their Lordships may make for satisfying themselves that the organizing masters of the society who hold certificates of merit are performing the work entrusted to them in such a manner as to justify the payment to them of their certificate money.

I have the honor to be, &c.

(Signed) JOHN G. LONSDALE,
Secretary.

To the Secretary of the Committee of Council on Education.

(No. 2.)

REVEREND SIR,

Education Department, 6 February 1857.

IN reply to your letter of the 30th of January, I am directed to state that my Lords are ready to pay grants of augmentation to such organizing masters as you describe.

In future appointments their Lordships think that, following the precedent of the Minute of 6 August 1851, a certificate of the first class in the case of all teachers examined before Christmas 1853, or, in the case of those examined subsequently to that date, a certificate equivalent to a position in the first division of the second years' candidates should be required. The qualifications which are specially needful in organizing masters may be found in union with the attainments implied by such a certificate, and, where that union exists, the attainments add both to the general power of the organizing master and to his reputation and influence among other teachers.

With regard to the conditions of payment from year to year, my Lords will expect to receive from your committee, shortly after the 31st of December, a list of the schools (with the date and duration of visit in each case) which have been organized during the year by the masters in question, and also a certificate to the effect that their conduct and attention to duty have been satisfactory. Payment of organizing masters.

The augmentation will be the same, and will depend upon the same conditions of salary and emoluments, as in elementary schools.

Their Lordships, looking to the incompatibility which exists between organizing, and deciding upon the merits of, the same schools, as functions of a single public department, are anxious not to identify the Committee of Council in any manner with the former kind of administration. Notwithstanding, therefore, that my Lords agree to pay the ordinary augmentation grants to such certificated masters as the Committee of the National Society is for the present employing, or may hereafter select from a certain specified class of candidates, to assist local managers in the organization of their schools, my Lords will not, in any degree, be able to recognize the action of such masters as if it were something distinct from that of the local managers and of the acting teacher in individual schools. Each of Her Majesty's Inspectors will report with exactly the same liberty,* and under exactly the same restrictions, upon schools which have been, and upon schools which have not been, organized by those masters.

It will be an indispensable condition of the augmentation grant that the masters receiving it hold no other office.

Their Lordships reserve all questions which any increase in the number of the organizing masters may from time to time occasion.

Their Lordships also reserve all questions which further experience may suggest as to the relations of those officers to official inspection, and to the general administration of this Department, feeling assured that your Committee will at all times be ready to co-operate with their Lordships in a liberal practical spirit for the attainment of common objects.

My Lords observe that the four masters named in your letter have all been trained in the same college, and are somewhat young for the discharge of the duties entrusted to them.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To the Secretary of the National Society, &c.

(No. 3.)

Sir, National Society's Office, 13 January 1858.

Referring to your letter of February the 6th, 1857, I now have the honor to forward a list of the schools, with the date and duration of visit in each case organized during the year, by those organizing masters of the Society who hold Government certificates of merit.

I am instructed to certify that the character, conduct, and attention to duty on the part of all the four organizing masters, the payment of whose grants of augmentation is now requested, have been entirely satisfactory to the Committee of the Society.

I have the honor to be, &c.

John G. Lonsdale,
Secretary.

The Secretary of the Committee of Council on Education.

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* *Extract from Minute, dated* 24 *September* 1839, § 3:—

"The Inspectors will not interfere with the religious instruction, or discipline, or management of the school, it being their object to collect facts and information, and to report the result of their inspection to the Committee of Council."

Payment of organizing masters.

(No. 4.)

Payments made thereon, with following manuscript addition to printed form:—

3 February 1858.

My Lords are of opinion, that organizing masters ought not in future to become chargeable to the public until such time as they shall have completed their probation in the central school of your Society, and shall have been certified as fit to enter upon the duties of their office.

Their Lordships consider that the duties of organization differ essentially from those of inspection, and require a much greater amount of time to be spent in each school. Mr. Haworth's list is much more satisfactory to the Committee of Council than those of his colleagues.

My Lords have never undertaken any direct relations with Sunday schools. Such visits as your organizing masters may pay to them should not appear in future lists.

The Committee of Council relies upon your Committee to retain no greater number of organizing masters than can be fully employed in actual duty.

Forty weeks, at five days per week, gives 200 days for duty.

(Signed) R. R. W. Lingen.

(No. 5.)

Sir, National Society's Office, 20 February 1858.

Referring to your letter of the 3rd instant, I have the honor to return herewith the schedule, duly filled up, of the Post Office Orders for the amount paid to the organizing masters, whose signatures are attached.

With reference to the remarks endorsed by you on the circular letter, I am instructed by the Committee of this Society to state, that they fully acquiesce in the fairness of the rule that organizing masters of the Society ought not to be chargeable to the public until they have actually entered upon the duties of their office.

I am desired further to state, that the Committee entirely coincide in the opinion that the amount of time occupied by the organization of each separate school ought to be of longer duration than a visit of inspection. So far as they are concerned, the Committee uniformly carry this theory into practice. If an organizing master is sent to any school direct from this office, they recommend that his visit should last three or four days, or even a whole week. The organizing masters of the Society, however, are now usually engaged by a Diocesan or Local Board of Education; and they are for the time placed wholly under the direction and control of the managers of that body, who employ them as they think their services can be occupied most advantageously for the schools of the particular district.

I am instructed to add, that the Committee are not likely to keep in their employ a larger staff of organizing masters than there is a reasonable prospect of occupying in actual work. It must be remembered, however, that it is found impossible so to arrange their work that a second engagement shall always follow immediately the close of a first. Not unfrequently when an engagement is made by a Diocesan Board, and an organizing master is retained for employment under it, his visit is delayed two or three weeks, because the local arrangements over which the Society has no control are not completed.

I have the honor to be, &c.

(Signed) John G. Lonsdale,
Secretary.

To the Secretary of the Committee of Council on Education.

(No. 6.)

Payment of organizing masters.

REVEREND SIR, Education Department, 6 March 1858.

I HAVE the honor to acknowledge the receipt of your letter of the 20th of February.

My Lords, without wishing to press upon your Committee the adoption of any conditions with which it may be difficult to comply, think that if Diocesan or other Local Boards of Education obtain the services of organizing masters at the expense of the National Society and of the State, such Boards may properly be required, in the employment of the same masters, to observe those rules which are, *primâ facie*, needful in order to derive the full benefit of the services placed at their disposal.

My Lords recommend, therefore, that an attendance of one week in the same school be *advised*, and an attendance of not less than three whole days be *required*, to be allowed to every organizing master despatched by your Committee in answer to local applications, whether proceeding from Boards of Education or from the managers of particular schools; and it may be stated in the instructions issued by your Committee, that their Lordships make the usual augmentation grants to such masters on condition that they be thus employed.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Secretary of the National Society.

NORMAL COLLEGES IN SCOTLAND.

Annual Examinations of Students and of Candidates for Queen's Scholarships will be held in Month of December *instead of* June.

Circular sent to every School in Scotland in which Pupil-teachers are engaged.

SIR, Education Department, 1 March 1858.

I AM directed by their Lordships to inform you that, in accordance with an arrangement which has been agreed to by the Education Committees of the Established, Free, and Episcopal Churches in Scotland, the date of the annual examination of the students in the training colleges connected with these bodies, and of candidates for Queen's scholarships, has been changed from June to December, so as to enable the Committee of Council to hold these examinations simultaneously with others of an exactly similar character in England, thereby greatly economising the administrative labour and the expense required in the preparation and printing of examination papers, and setting free Her Majesty's Inspectors for the visitation of schools at the time of year (Midsummer) when they are in their fullest activity before dispersing for the harvest.

This change involves a corresponding alteration in the date, as now fixed, by the Minute of 20 August 1853, sect. 6, for the termination of the engagement of pupil-teachers who may in future be apprenticed in your school; and it also obliges their Lordships to make some arrangement whereby existing apprenticeships may not be prolonged without the consent of all parties concerned, beyond the term originally fixed by the indentures.

It has therefore been determined, with the concurrence of the above-mentioned Education Committees,—

1. That all indentures issued after 1 January 1858 be made to end on 31 December, pursuant to section 6 in the Minute of 20 August 1853.
2. That pupil-teachers whose engagements expire between 1 July 1857 and 30th June 1858, be allowed, at any time before the 31st of March 1858, to enter a training college (without examination before Her Majesty's Inspector) with Queen's scholarships of the first class, for the current year; or if they prefer it, to be continued as pupil-teachers up to Christmas 1858, at the rate of the fifth year.

(Minute of 20 August 1853, section 6.) In the former case, they will be paid as pupil-teachers up to the date at which they enter the training college, and will also receive a *full* scholarship for the year 1858.

3. That during the period, 1 January 1858—31 December 1862, both inclusive, in which apprenticeships will be expiring at other dates than 31 December, pupil-teachers will have the option (*a*) of continuing either in their own schools, pursuant to section 6 in the Minute of 20 August 1853, or of entering a college, pursuant to the first section of the Minute of 2 June 1856, for such period as may elapse between the end of their term and the next December examination; or (*b*) they may, in order to attend one of the December examinations, anticipate the expiration of their indentures by any period not exceeding six months.

4. That, further, free scholarships be allowed to existing assistant teachers (engaged under the Minute of 23 July 1852,) from the 1st of January following the close of two and a half years of service; but that such assistants continue to be required to complete three full years of service before admission (without residence in a training college) to examination for a certificate of merit.

I have the honor to be, &c.

To ——— (Signed) R. R. W. LINGEN.

SCHOLARS' CERTIFICATES.

Half-time Attendance in connexion with issue of Scholars' Certificates.

SIR, Hagley, Stourbridge, 26 December 1857.

Scholars' Certificates for half-timers.

WITH reference to the *Minutes of* 1855-6, p. 30, on the above subject, I beg to inquire whether, in the case of scholars who are allowed to attend school as half-timers or partial-timers, the second condition (that requiring 176 days of attendance in the year for three consecutive years) will be allowed to be proportionally modified, as is done in the case of attendance in respect of capitation fees.

I have the honor to be, &c.

The Secretary of the Committee of Council on Education. (Signed) LYTTELTON.

MY LORD, Education Department, 31 December 1857.

I HAVE the honor to acknowledge the receipt of your letter of the 26th instant.

My Lords are of opinion that section 6 in the Minute dated 2 April 1853 (Capitation),* and section 2 in the Minute dated 29 April 1854 (Half-time),† may properly be applied in determining the period of attendance required as one of the conditions for receiving a scholar's certificate.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Lord Lyttelton, Hagley, Stourbridge.

* That the children employed in factories and printworks, who attend school under any statute, shall be counted as scholars in ascertaining the average attendance, if they fulfil the provisions of the Act, and the school-pence paid on their behalf shall be reckoned in the income of the school.

† To accept in schools under certificated masters an annual attendance of 88, instead of 176, whole days in school, as the condition of a capitation grant for boys over ten years of age; provided that, in the first instance, a scheme shall have been submitted by the managers of the school to their Lordships for approval, and shall have been approved, showing in what manner it is proposed to provide for the alternation of lessons in schools with ordinary labour; and provided also that Her Majesty's Inspector shall, at each of his annual visits, report favourably of the working of the plan.

CERTIFICATED STUDENTS.

Employment of Certificated Teachers as Second Masters in Elementary Schools.

SIR, St. Mark's Training College, 2 January 1858. Certificated students as second masters.

PERMIT me to ask for information on a point of some little importance. I have now lying before me two applications for assistant-masters; one from ———, the other from ———. Such applications would be more numerous, if it were not for the difficulty of raising a sufficient salary; and in large schools, an assistant-master in addition to the shifting staff of pupil-teachers is, if not indispensable, at least very desirable; while, as regards the interest of the trained masters, there is always a certain proportion of the young men sent out each year, who would be benefited by passing a couple of years in a subordinate capacity. But upon this two questions arise; first, is the assistant-master in a school under inspection entitled in every case to receive his augmentation, or is this a matter of special arrangement? I suppose, of course, that the report of the Inspector is favourable. And, second, is his certificate settled at the end of two years, as in the case of a head-master?

I am, &c.

(Signed) DERWENT COLERIDGE,
Principal.

To the Secretary of the Committee of Council of Education.

REVEREND SIR, Education Department, 4 January 1856.

IN reply to your letter of the 2nd instant, I have the honor to inform you, that my Lords wish to encourage students who have passed their examination at the end of their residence in normal colleges to seek for second masterships, rather than for head-masterships, during the period of probation which is fixed by the Minute of 20 August 1853, s. xi.

The school in which a second certificated master is retained is sure to be an important one, and if the head-master be a man of experience and ability, the opportunity of acting for two years as second master under his direction is likely to be of greater practical value, when added to the attainments and to the theory of teaching which have been learnt in college, than any other discipline which could be devised.

The certificate would be fixed, and the augmentation paid, in all such cases, with the same effect as if the second teacher held the head-mastership in another school.

I have the honor to be, &c.

To ——— ———. (Signed) R. R. W. LINGEN.

CAPITATION GRANTS.

Mode of filling up Registers of Attendance.

(No. 1.)

SIR, 3 April 1856.

As much doubt exists in respect to the mode of filling up the registers suggested for use in schools desiring to obtain the capitation grant (Minutes of 1853-4, pp. 17-22), I have the honor to request the favour of your instructions on the following points:— Registry of attendance for Capitation Grants.

1. How is the total *weekly result* of the "average number of days attended by each child" present at all, to be obtained?
2. How the quarterly result of "number present at all?"

Registry of attendance for capitation grants.

3. How the quarterly result of the "average number of days attended by each child present at all?"
4. How the quarterly *result* of the number of children on register?"
5. How the annual results corresponding to the quarterly results specified in the three preceding questions?

The simple process of addition, which suits the other items registered, does not seem applicable to those referred to in the queries above referred to.

I have the honor to be, &c.

(Signed) J. HENNELL, Colonel,
Secretary to C. K. N. Boys' School.

To the Secretary to the Committee of Council on Education.

(Answer to No. 1.)

SIR, Education Department, 6 May 1856.

IN answer to your letter of the 3rd of April, I have the honor to state that—

I. "The weekly summary of the average number of days attended by each child present at all" is obtained by adding together the totals of all the columns of (*morning and afternoon*) attendance in the several *class registers* for the same week, and dividing the sum by *twice* the total number of names against which there is any mark for the same week in those registers.

The quarterly account of the same particulars is obtained *from the class registers* by adding together the quarterly totals of whole days attended by each child, and dividing the sum by the number of such totals (*i. e.* by the number of names against which there is any mark) during the same quarter.

The annual account of the same particulars is obtained *from the class registers* by adding together the sums of the quarterly totals of days attended by each child, and dividing the gross sum by the number of names against which any mark appears during the same year. In this latter part of the process care must be taken not to count the same names over again in different quarters. This could be provided for by making a transcript of all the names on the roll of the school from the admission register, and requiring the pupil-teachers who keep the several class registers to collect the quarterly totals of attendance under each name in that transcript, which would then show the required number both of days and of names.

II. The quarterly or annual account of the number of scholars present at all is obtained by counting (with the same caution as under the last paragraph) *in each of the class registers* the names opposite to which there is any mark of attendance during the same year or quarter.

III. The actual number of children on the register on any given day is ascertained either from the admission register or from the class registers (collectively.) The names in the class registers should be entered by the principal teacher from the admission register, and should be revised by him every week, when the class registers are delivered to him after Friday afternoon school.

If an average of the number on the register is desired (in order to compare the number of children who *might have* attended school, with the number of those who *have actally* done so), such an average is obtained (1) *for the quarter* by dividing the sum of the entries in the fourth column* by the number of weeks; (2) *for the year*, by dividing the sum of the entries in the fourth column by the number of quarters.

As soon as a child has been entirely absent for a fortnight (at the longest) inquiry should be made of the parents whether or not it has been withdrawn, and no name should, under any circumstances, be kept on a register after an unbroken absence of two months. After a greater interval the child, if it

* *Minutes of* 1853-4, p. 22.

returns to the school, should be re-admitted with a special notice opposite to the eighth column in the admission register.*

With regard to your queries generally, it is to be observed, that of the five columns given under the weekly, quarterly, and annual summaries, the first, the fourth, and the fifth are filled up by simply adding together the returns from the *class* registers, and dividing (when needful) by the number of weeks or quarters.

The second column, whether in the week, quarter, or year, represents not an average, but a specific fact, and must be ascertained *in detail from the class registers*, for whatever period it is required to be known.

The third column pre-supposes that the specific fact (number of children present at all) required in the second column has been ascertained for the week, quarter, or year, and then, that an average is deduced from the combination of that fact with the total number of daily attendances ascertained from the class registers of the same week, quarter, or year.

The consideration of your inquiries (for which I am to thank you) has shown that the common editions of School Registers require to be illustrated by explanatory notes.†

I have the honor to be, &c.

To Colonel Hennell,
Charlton Kings, Cheltenham.

(Signed) R. R. W. LINGEN.

(No. 2.)

School Fee required as Condition of Capitation Grant to be paid by Parent of Child or by Person legally responsible for its Maintenance.

SIR, *Education Department, 21 September 1857.*

I HAVE the honor to acknowledge the receipt of your letter of the 18th instant.

Payment of school-fee required for capitation grants.

The conditions annexed to the capitation grants require that they be allowed for those children only on behalf of whom *a parent or some other person who is legally responsible for maintaining the child* pays a school fee, amounting to not less than 3*s*. in the course of the year for which the grant is claimed. There can be no uncertainty about the meaning of the underlined words.

It never was supposed by their Lordships in framing the Minute that every child in the school would fulfil the condition which depends upon the fee, any more than the condition which depends upon attendance. In both instances the Minute was framed upon the principle of encouraging improved practice.

The Minute does not oblige the managers of schools to exclude all children who, for whatever reason, cannot pay fees, by the fact that it encourages such managers to extend the principle of payment as rapidly and as widely as possible among the children who are admitted.

Very few things are brought into request by being made permanently gratuitous; and the education of the poor has been found by experience to be no exception to the common rule.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

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* Compare Minutes of 1856–7, p. 40.

† Copies of this correspondence have been furnished to the following persons who have published school-registers, or framed them for publication:—Messrs. Eyre and Spottiswoode, Queen's Printers, Rev. J. G. Cromwell, Mr. J. H. Hay, and Mr. J. Martin.

(No. 3.)

Allowance of Capitation Grants to Infant Schools worked as Auxiliary Branches of Neighbouring Schools for Boys and Girls.

Capitation grant to auxiliary infant schools.

To the Lords of the Committee on Education of Her Majesty's Most Honorable Privy Council.

The Memorial of the undersigned Vicar of Wargrave, in the County of Berks, humbly showeth,—

That he has in his parish, containing a population of 1,636 souls, four schools for the education of the poor; viz.—

1. In the village of Wargrave,
   A boys' school, under a certificated master, average attendance 47;
2. *A girls' school*, under a certificated mistress, average attendance 40;
3. At the hamlet of Crazies Hill, two miles and a half from the village, an *infants' school*, average attendance 35;
4. At the hamlet of Hare Hatch, one and a half mile from the village in another direction, an infants' school, lately opened, average attendance 21.

That in an outspread parish it is necessary, in order to the due advancement of early education, to maintain infants' schools at a distance from the village school, to meet the case of children too young to walk so far as the latter.

The expense of supporting the schools for the poor in such a parish is greatly increased by maintaining such auxiliary schools. That, nevertheless, a capitation grant can only be claimed in respect of the children attending the village schools, where alone it is possible to maintain certificated teachers.

Your memorialist, therefore, humbly prays, on behalf of himself and others in similar circumstances, that your Lordships would be pleased to provide, *that in parishes where a certificated master or mistress is employed in the principal school*, if on inspection the attainments of the children of an auxiliary school or schools shall be found to reach a certain standard, the benefit of the capitation grant shall be extended to such auxiliary schools, and not confined to the school in which the certificated teacher is employed;

And your memorialist, &c. &c.

(Signed) H. Hutchinson Swinny,
Vicar of Wargrave, Berks, in the Diocese of Oxford.

November 1857.

Reverend Sir, Education Department, 19 February 1858.

The Lord President desires me to inform you that he would be prepared to advise the Committee of Council to allow capitation grants on account of infant children in the branch schools at the hamlets of Crazies Hill and Hare Hatch, which are situated respectively at distances of two and a half and one and a half miles from the village of Wargrave, in which latter village there is a school for boys under a certificated master, and for girls under a certificated mistress, the reason for the establishment of the branch schools being that the parish is of considerable extent, and that parts of the population (as in the two hamlets just named) are situated at a greater distance from the village than permits very young children to walk to and from the main schools.

The Lord President, in giving his consent, understands an infant school to mean one into which no children above seven years of age are admitted; which is held in a suitable room set apart for the purpose, not in the mere living room of a cottage; of which the teachers are persons reasonably well qualified for their special duties; and which is under the same management as the main schools.

Her Majesty's Inspector would of course be allowed as often as time permitted him to inspect the branch schools.

The Lord President understands his assent to be limited to the conditions defined in this reply to your memorial.

I have the honor to be, &c.

The Rev. H. H. Swinny, Wargrave. (Signed) R. R. W. LINGEN.

PUPIL-TEACHERS.

Female Pupil-Teachers may be employed with advantage in Girls' and Infants' Departments of same School.

REVEREND SIR, Education Department, 19 December 1857.

I HAVE the honor to acknowledge the receipt of your letter of the 4th instant. Female pupil-teachers common to girls' and infants' departments.

My Lords think that the interchange of girls who are apprenticed to certificated mistresses between the girls' and infants' departments, for practice in their profession, cannot be otherwise than very advantageous to them.

My Lords always encourage such a plan, so far as they are asked for an opinion.

Most schoolmistresses will in the course of their engagements find themselves occasionally in charge of schools where the infants do not constitute a department separate from the girls, and where, consequently, they have need to possess some acquaintance with both modes of school-keeping.

The system of infant schools contains much which a teacher may advantageously practice in every branch of instruction (Minutes of 1851–2, p. 98).

At the same time the system of infant schools is so far peculiar that a pupil-teacher who has practised none other would perhaps do well to look for a Queen's scholarship at some training college, such as the Home and Colonial, under the special Minute of 24 April 1857 (Minutes of 1856–7, p. 28).

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

NEEDLEWORK.

Circular letter addressed to Managers of Schools under Inspection, stating regulations to be adopted for the purpose of securing instruction in Needlework and other Domestic Industry of Female Pupil-teachers and Candidates for Queen's Scholarships.

Education Department, February 1858.

THE managers of the schools under inspection are requested by their Lordships of the Education Committee of the Privy Council to peruse the annexed copy of a letter which has been addressed to them by the Rev. F. C. Cook, one of Her Majesty's Inspectors of schools. Instruction in needlework, cutting-out, &c.

Their Lordships have agreed to adopt Mr. Cook's recommendation. The certificates from the schoolmistress respecting the skill of female candidates for apprenticeship *in needlework*, and the annual statement whether the female apprentices have been receiving instruction *in any other* kind of domestic industry, will be introduced into the form (IX.) of manager's return, and will thus be brought under notice, at the proper times, when that form is received from Her Majesty's Inspector, shortly before his visit.

The managers are also requested to notice—

1. That *the Female Apprentices* should produce certified specimens of their needlework at each of the annual examinations, whether held in their own school-room or elsewhere; and,

2. That *the Female Candidates for Queen's Scholarships*, who go up in December to the various training colleges for schoolmistresses under inspection, will, in addition to the examination before Her Majesty's Inspector, be examined and reported on by the superintendent of the college, in the manner described in Mr. Cook's letter.

Letter from Her Majesty's Inspector of Schools, Rev. F. C. Cook, referred to in foregoing Circular.

Education Department, London, S.W.,
January 1858.

SIR,

IT is indispensable that all female pupil-teachers should be expert needlewomen, and very desirable that they should be practically conversant with other matters pertaining to domestic economy. I hear complaints from persons who have ample opportunities of ascertaining the truth, that many of them fall far short of a satisfactory standard in both of these points.

I believe that the adoption of the following regulation will have a powerful effect upon female apprentices generally, and give much satisfaction to those who are most deeply interested in their improvement.

1. At the Christmas examination for *Queen's scholarships*, the superintendent of every female training college should be requested to examine the candidates in needlework, and in the cutting out of ordinary articles of dress, and, after that examination, to forward to the Committee of Council a list of the candidates arranged in three classes. To the candidates in the first class a considerable number of marks should be given; those in the second class should neither gain nor lose marks; while a certain number of marks should be taken away from those who are placed in the third. This part of the examination may be properly intrusted to the superintendents of the training colleges, who are, of course, interested to keep up the standard *at admission*, with a view to success in the final examinations.

2. The superintendent should further ascertain in whatever way she considers most satisfactory, by means of the laundry, kitchen, and other premises of the college, whether any of the candidates for *Queen's scholarships* have acquired a practical acquaintance with the common details of housekeeping. If she reports that certain of them have given evidence of practical attention to this subject, I recommend that she should make a special entry to that effect opposite to the names of those who are placed in the first and second classes for needlework, and that a certain number of marks be awarded to them in consequence.

3. I also recommend that she add a note to the name of each candidate concerning whose dress, manners, or personal habits, she may see *primâ facie* reason to be dissatisfied.

I am aware that the authorities of every college are at perfect liberty to refuse to admit into residence every candidate to whom they may object, whether such candidate be successful or not in the examinations. But I think it important, nevertheless, that opportunity should be given for officially recording an opinion upon points which candidates are often disposed, though erroneously, to consider as weighing little in the official estimation of their merits.

I have consulted ladies well qualified to judge correctly of the probable effect of these measures, and they are of opinion that they are quite practicable, and likely to do much good.

The superintendent in each institution should send in her list and report within a week after the examination by the inspector.

4. I recommend that no girl be apprenticed as a pupil-teacher without a formal attestation from the schoolmistress and managers that she possesses reasonable competency as a sempstress, and that at the annual examinations every such apprentice be required to bring certified specimens of her plain needlework to the inspector, together with a statement from her schoolmistress, specifying whether she has been receiving practical instruction in any other kind of domestic industry.

The inspector will generally be able, at the time of examination, or afterwards, to obtain the opinion of some competent person upon the merit of the needlework; but the chief advantage which I contemplate lies in the increased attention which managers and teachers will be led to pay to the subject. The

public comparison of the needlework from a number of different schools, at a central examination of pupil-teachers, is sure of itself to have a considerable effect.

The female pupil-teachers who are apprenticed in infant schools are more apt than others to be deficient in needlework.

If these suggestions be adopted, it will be advisable to notify the fact by circulars to all schools in receipt of annual grants, since it will affect the conditions of admission to training colleges. It may be desirable to dwell particularly upon the importance which will be attached to any adverse report of the superintendents on the dress and personal habits of the candidates, about which serious complaints are sometimes made.

I need hardly add that the training of young women for the office of schoolmistress requires many special provisions which may not be equally demanded in the case of men.

I have the honor to be, &c.

(Signed) F. C. Cook,

To the Secretary of the Committee of Council on Education.

Her Majesty's Inspector of Schools.

SCHOOL MANAGEMENT.

Constitution of a Church of England School provided for benefit of Children belonging to more than one Parish.

Sir, Education Department, 13 August 1857.

I have the honor to acknowledge the receipt of your letter of the 10th instant. School constituted for more than one parish.

Trustees and managers should not be confounded. The legal estate of the premises should always be vested in some corporate body having perpetual succession, so as to avoid the expense and trouble of renewing the number of trustees. The Bishop of the Diocese, or the Archdeacon, has a corporate character sufficient for this purpose, if the ordinary corporation (the minister and churchwardens of the parish within which the premises are situated) is not thought to be suitable.* The management of the school is separately provided for.

The superintendence of the religious instruction should be given to the clergyman having spiritual care over the parish or ecclesiastical district, which includes the site. The incumbents of contributing parishes may be made *ex-officio* members of the general committee of management. The appeal to the Bishop provides for the settlement of any disputed point, should such at any time arise among the clerical managers.

The qualification of the elective (lay) members of the committee may be extended so as to include residence or ownership in any parish from which children are expected to come, and provision may be made for taking a fixed number of managers from each of such parishes, if the promoters wish to make an arrangement of this kind; but it is not advisable to overload the trust deed, which is irrevocable, with provisions of too minute a character. Such matters are better left open to be settled in byelaws from time to time as occasion may require.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

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* In schools where a corporate trusteeship cannot (for whatever reason) be adopted, the Acts 13 Vict. c. 13. (Scotland), and 13 & 14 Vict. c. 28. (England and Wales), offer important facilities.

NOTICES, &c.

Notification of New Appointments.

COMMITTEE OF COUNCIL ON EDUCATION.

(Copied from the London Gazette of 9 April 1858.)

At the Court at Windsor, the 6th day of April 1858;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint:—

The *Lord President of the Council;*

The *Lord Keeper of the Privy Seal;*

The Right Honorable the *Earl of Derby,* First Lord Commissioner of Her Majesty's Treasury;

The Right Honorable *Henry Edward Stanley* (commonly called *Lord Stanley*),

The Right Honorable *Spencer Horatio Walpole,*

Two of Her Majesty's Principal Secretaries of State;

The Right Honorable *Sir John Somerset Pakington,* Bart., First Lord Commissioner of the Admiralty;

The Right Honorable *Benjamin Disraeli,* Chancellor and Under Treasurer of Her Majesty's Exchequer;

The Right Honorable *Joseph Warner Henley,* President of the Committee of Council for Trade;

The Right Honorable *Thomas Henry Sutton Sotheron Estcourt,* President of the Poor Law Board; and

The Right Honorable *Charles Bowyer Adderley* (*Vice-President*);—

to be a Committee of Council to superintend the application of any sums voted by Parliament for the purpose of promoting public education.

INSPECTORS OF SCHOOLS.

(Copied from London Gazette of 29 September 1857.)

At the Court at Balmoral, the 24th day of September 1857;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty was pleased to appoint the Reverend *Simon James Gordon Fraser,* M.A., of Exeter College, Oxford, and the Reverend *Henry Marlyn Capel,* B.A., of St. John's College, Cambridge, to be two of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of 6 November 1857.)

At the Court at Windsor, the 4th day of November 1857;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty was pleased to appoint the Reverend *John David Glennie*, junior, M.A., of Christ's College, Cambridge, Secretary and Inspector to the London Diocesan Board of Education, and the Reverend *Robert Temple*, M.A., Curate of Lache-cum-Saltney, in the County of Chester, to be two of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of 5 February 1858.)

At the Court at Buckingham Palace, the 3rd day of February 1858;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty in Council was pleased to appoint the Reverend *Benjamin Morgan Cowie*, B.D., late Fellow of St. John's College, Cambridge, to be one of Her Majesty's Inspectors of Schools, in the room of the Reverend Frederick Temple, resigned; and *John Black*, Esquire, to be one of Her Majesty's Assistant Inspectors of Schools in Scotland.

(Copied from London Gazette of 2 March 1858.)

At the Court at Buckingham Palace, the 26th day of February 1858;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty in Council was pleased to appoint *Charles Edward Wilson*, Esquire, M.A., to be one of Her Majesty's Inspectors of Schools in Scotland; and *Daniel Scrymgeour*, Esquire, to be one of Her Majesty's Assistant Inspectors of Schools in Scotland.

List of Training Colleges under Inspection.

At which Pupil-teachers who have successfully completed their Apprenticeship may attend to be examined for Queen's Scholarships.

Training Colleges for Masters only.

Name of Training College.	*Name and Address of Correspondent.*
1. Battersea (National Society's)	Rev. S. Clark, Battersea, London, S. W.
2. Caermarthen (National Society's)	Rev. W. Reed, Caermarthen.
3. Caernarvon (Church of England)	H. P. Manley, Esq., Caernarvon.
4. Chelsea, St. Mark's (National Society's)	Rev. Derwent Coleridge, Chelsea, London S. W.
5. Chester (Diocesan)	Rev. Arthur Rigg, Chester.
6. Chichester (Diocesan)	Rev. M. Parrington, Chichester.
7. Culham (Oxford Diocesan)	Rev. A. R. Ashwell, Culham, Abingdon.
8. Durham (Diocesan)	Rev. J. G. Cromwell, Durham.
9. Edinburgh, Scottish Episcopal	D. Home, Esq., 29 St. Andrew's Square, Edinburgh.
10. Exeter (Diocesan)	Rev. W. David, Training College, Exeter.
11. Hammersmith, St. Mary's (Roman Catholic.	Rev. J. M. Glenie, Brook Green House, Hammersmith, London, W.
12. Metropolitan (Church of England)	Rev. C. R. Alford, Highbury Park, London, N.
13. Saltley, near Birmingham (Worcester Diocesan).	Rev. W. Gover, Saltley, Birmingham.
14. Winchester (Diocesan)	Rev. P. Jacob, Winchester.
15. York and Ripon (Diocesan)	Rev. H. G. Robinson, York.

Training Colleges for Mistresses only.

16. Bishop's Stortford (Rochester Diocesan)	Rev. J. Menet, Hockerill, Bishop's Stortford.
17. Brighton (Chichester Diocesan)	Rev. H. Foster, Rose Hill, Brighton.
18. Bristol, Gloucester, and Oxford (Diocesan).	Rev. W. Smith, Fishponds, Bristol.
19. Derby (Lichfield Diocesan)	Rev. J. Latham, Little Eaton, Derby.
20. Gray's Inn Road (Home and Colonial Society's).	J. S. Reynolds, Esq., Gray's Inn Road, London, W. C.
21. Liverpool Roman Catholic (at 96, Mount Pleasant, Liverpool).	T. W. Allies, Esq., 22 Portman Street, London, W.
22. Norwich (Diocesan)	Rev. A. B. Power, Norwich.
23. Saint Leonard's on Sea (Roman Catholic).	T. W. Allies, Esq., 22 Portman Street, London, W.
24. Salisbury (Diocesan)	Rev. J. Fraser, Cholderton, Marlborough.
25. Truro (Exeter Diocesan)	C. Barham, Esq., Truro.
26. Warrington (Chester Diocesan)	Rev. R. Greenall, Stretton, near Warrington.
27. Whitelands (National Society's)	Rev. Harry Baber, Whitelands House, Chelsea, London, S. W.
28. York and Ripon (Diocesan)	Hon. and Rev. S. W. Lawley, Escrick, York.

Training Colleges for both Masters and Mistresses.

29. Borough Road (British and Foreign School Society's).	E. D. J. Wilks, Esq., Borough Road, London, S. E.
30. Cheltenham (Church of England)	Rev. C. H. Bromby, Cheltenham.
31. Edinburgh, Castle Hill Terrace (Established Church).	S. S. Laurie, Esq., 22 Queen's Street, Edinburgh.
32. Edinburgh, Moray House (Free Church)	W. Gray Esq., 58 Frederick Street, Edinburgh.
33. Glasgow, Dundas Vale (Established Church).	J. Douglas, Esq., Dundas Vale, Glasgow.
34. Glasgow (Free Church)	David Stow, Esq., Free Church Normal College, Glasgow.
35. Westminster (Wesleyan)	Rev. J. Scott, Wesleyan Training College, Horseferry Road, Westminster, London, S. W.

FINANCIAL STATEMENTS, &c.

(No. I.)

EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

	For Year ended 31 December 1857.	Compared with Year ended 31 December 1856. Increase.	Compared with Year ended 31 December 1856. Decrease.	From 1839 to 31 December 1857.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In building, enlarging, repairing, and furnishing ELEMENTARY Schools	117,771 9 6	43,300 18 5	- - -	772,623 2 7½
In building, enlarging, repairing, and furnishing NORMAL or TRAINING Colleges	1,892 19 5	- - -	7,693 19 6	158,906 15 11
In providing BOOKS, MAPS, and DIAGRAMS	5,402 5 7	2,263 0 0	- - -	25,587 8 5½
In providing SCIENTIFIC APPARATUS	2,345 15 11	1,588 5 0	- - -	3,616 5 2
In augmenting Salaries of CERTIFICATED Schoolmasters and Schoolmistresses	64,490 14 10	12,402 8 0	- - -	275,800 7 11
In paying Salaries of ASSISTANT TEACHERS	5,544 4 6	494 1 1	- - -	17,366 11 3
In paying Stipends of PUPIL-TEACHERS, and gratuities for their special instruction	192,248 8 0	34,019 11 10	- - -	1,015,073 18 6
In CAPITATION Grants	39,362 5 0	19,232 10 0	- - -	75,525 0 4
In Annual Grants to TRAINING Colleges	57,220 16 11	11,435 10 3	- - -	254,633 17 9½
REFORMATORY and INDUSTRIAL Schools	19,104 10 7	10,945 14 9	- - -	30,416 2 0
PENSIONS	717 1 8	323 8 4	- - -	1,795 6 8
Inspection	34,434 4 11½	3,604 9 1	- - -	275,301 6 10½
Administration (*Office in London*)	16,731 1 5	3,650 2 2	- - -	66,656 11 9½
Poundage on Post Office Orders	1,710 10 3	373 7 6	- - -	7,677 7 3
Agency for Grants of Books, Maps, and Diagrams	937 15 0	351 13 10	- - -	4,714 3 6
Total	559,974 3 6½	144,035 0 3	7,693 19 6	2,986,194 6 0½

(TABLE B.)—*Classified according to Denomination of Recipients.*

On Schools connected with—				
CHURCH OF ENGLAND	357,597 12 8½	89,367 10 6½	- - -	1,956,657 2 5½
BRITISH AND FOREIGN SCHOOL SOCIETY	50,021 19 2	10,547 14 7	- - -	270,692 8 10½
On WESLEYAN Schools	32,890 2 11½	10,100 6 10½	- - -	130,816 7 8
On ROMAN CATHOLIC Schools (Great Britain)	25,894 7 7½	6,709 6 7½	- - -	93,632 8 3½
On PAROCHIAL UNION Schools (for inspection and pupil-teachers)	5,224 8 2	- - -	285 3 6	112,203 5 10
SCOTLAND — On Schools connected with— ESTABLISHED Church	36,825 0 3½	8,290 5 7½	- - -	186,186 6 3
SCOTLAND — FREE Church	28,414 10 0½	4,894 6 1½	- - -	154,268 16 7½
SCOTLAND — EPISCOPAL Church	4,875 1 2	1,506 11 9½	- - -	13,366 11 5
Other Schools	- - -	- - -	- - -	212 6 9½
Administration (as in Table A.)	16,731 1 5	3,650 2 2	- - -	66,656 11 9½
Transferred under head of Scientific Apparatus, to account of Department of Science and Art	1,500 0 0	1,500 0 0	- - -	1,500 0 0
Total	559,974 3 6½	136,626 4 3	285 3 6	2,986,194 6 0½

NOTE.—*The net Increase of Expenditure during the year* 1857 *over that of the year* 1856 *amounted to* £136,341. 0*s.* 9*d.*

Balance Sheet for Year ended 31 December 1857.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance in hand	147,851	16	8	By grants to schools	504,660	11	11
To Parliamentary grant (voted 11 March 1857)	180,000	0	0	By expenses of administration and inspection	53,813	11	7½
To Parliamentary grant (voted 27 June 1857)	361,233	0	0	Transferred under head of Scientific Apparatus, to account of Science and Art Department	1,500	0	0
To repayment of grant	49	7	6	By balance in hand (on 31 December 1857)	129,160	0	7½
	£689,134	4	2		£689,134	4	2

Balance Sheet from 1839 to 31 December 1857.

Dr.	£	s.	d.	Cr.	£	s.	d.
To Parliamentary grants	3,092,367	0	0	By grants to schools	2,630,344	16	7½
To balance transferred from Treasury	22,282	2	0	By expenses of administration and inspection	354,349	9	5
To repayment of grants	705	4	8	Transferred under head of Scientific Apparatus, to account of Science and Art Department	1,500	0	0
				By balance in hand (on 31 December 1857)	129,160	0	7½
	£3,115,354	6	8		£3,115,354	6	8

TABLE *showing* Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1856, *and for Year* 1857.

FROM 1839 TO 31 DECEMBER 1856.

Denominations.	Number of School-houses* Built.							Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools¶ have been enlarged.§					Total number of Children for whom accommodation has been created.§				
	Institutions.†	Number of departments comprised in those institutions.‡ Juvenile. Boys.	Girls.	Mixed	Infants.	Residences.	Enlarged or improved.				Juvenile. Boys.	Girls.	Mixed.	Infants	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																									
National or Church of England Schools.	2314	1066	1068	1165	540	1407	1015	534,087 12 4½	1,389,703 10 2½	1,924,691 2 7	120822	11794	111531	82009	111795	5540	3238	4,004	6336	21218	125762	102201	115535	88455	433013
British Schools - -	170	111	93	46	32	54	106	48,269 3 3½	93,736 4 5½	141,005 7 7	16027	1315	5535	4107	29127	725	639	215	1690	3279	16752	13795	5750	5407	41704
Wesleyan Schools - -	45	19	15	23	15	29	17	10,927 1 2	31,593 4 11½	51,620 6 1½	3139	2106	4511	1838	11657	147	105	231	115	598	3286	2214	4772	1983	12255
Roman Catholic Schools -	11	9	9	2	3	2	8	6,713 19 2	15,004 13 5	21,718 12 5	2311	2007	115	623	5056	-	-	-	-	-	2311	2007	115	623	5056
SCOTLAND.																									
Established Church Schools.	117	35	89	68	9	51	14	27,238 11 1½	61,245 15 4½	88,504 6 6½	5749	4952	6404	893	17998	149	92	486	-	727	5898	5044	6890	893	18725
Free Church Schools, and other Schools *not* connected with Established Church.	121	40	40	77	8	59	18	20,415 6 0	43,087 18 5½	63,703 4 5½	4570	4335	8249	496	17650	71	68	302	-	441	4641	4423	8551	496	18091
Episcopal Schools - -	3	1	1	-	-	-	-	280 0 0	1,032 18 11	1,342 18 11	105	105	-	-	210	-	-	-	-	-	105	105	-	-	210
Total - - -	2979	1281	1265	1384	607	1602	1178	654,831 13 1½	1,637,734 5 6	2,292,385 18 7½	152123	14402	136375	70329	363451	6632	6162	5,238	7471	25503	156755	130789	141678	77797	509014

FROM 1 JANUARY TO 31 DECEMBER 1857.

Denominations.	Number of School-houses* Built.							Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools¶ have been enlarged.§					Total number of Children for whom accommodation has been created.§				
	Institutions.†	Number of departments comprised in those institutions.‡ Juvenile. Boys.	Girls.	Mixed	Infants.	Residences.	Enlarged or improved.				Juvenile. Boys.	Girls.	Mixed.	Infants	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																									
National or Church of England Schools.	162	72	66	60	48	133	205	91,114 3 9	142,599 15 3	234,713 19 0	11,194	8,919	6,995	5,347	32,455	1552	667	474	239	2,927	12,746	9,581	7,469	5,586	35,382
British Schools - -	8	7	5	1	3	5	16	6,255 4 7	8,352 15 7½	14,588 0 2½	1,377	626	93	427	2,523	19	-	-	-	19	1,396	626	93	427	2,542
Wesleyan Schools - -	13	2	1	10	7	11	7	9,900 3 8	13,841 15 6	23,750 19 2	389	184	2,360	1,332	4,425	64	23	-	75	162	453	209	2,360	1,407	4,029
Roman Catholic Schools -	7	5	4	1	5	4	1	4,278 16 6	7,231 10 11	11,610 7 5	1,121	670	81	244	2,116	-	-	-	-	-	1,121	670	81	244	2,116
SCOTLAND.																									
Established Church Schools.	8	3	5	3	-	7	0	3,338 18 6	5,298 16 10½	8,337 15 4½	513	464	286	-	1,263	40	58	-	-	98	553	522	286	-	1,361
Free Church Schools, and other Schools *not* connected with Established Church.	3	-	-	3	-	2	4	1,310 2 6	2,732 13 2	4,042 15 8	-	-	560	-	560	176	-	-	-	176	176	-	560	-	736
Episcopal Schools - -	2	1	2	-	1	2	-	1,235 0 0	2,143 17 4	3,408 17 4	1283	323	-	93	542	-	-	-	-	-	129	323	-	96	542
Total - - -	203	90	83	78	62	169	239	117,771 9 6	183,181 4 7½	300,952 14 1½	14,717	11,188	10,575	7,456	43,936	1851	748	474	314	3,332	16,568	11,931	11,052	7,770	47,321

* Exclusive of Training Colleges, *see* Table No. VI.
‡ In which separate teachers are employed.
† Held in separate buildings, and separately managed.
§ At the rate of 8 square feet of superficial area per child.
¶ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased*. The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area*.

The following Explanatory Table (II. *a*) includes all the Grants *awarded* between 1 January and 31 December 1857, towards the *erection, enlargement*, or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. II. *a*.)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1857.	Not claimed before 31 Dec. 1857.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools (*Elementary*)	483	393,658	118,919 18 6	34,502 19 0	84,416 19 6
Ditto (*Normal*)	6	-	9,068 15 0	- -	9,068 15 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England	62	91,657	26,628 17 6	5,570 15 5	21,058 2 1
Roman Catholic Schools	18	50,249	13,573 5 5	1,260 0 0	12,313 5 5
Schools in Scotland connected with Established Church	22	16,986	5,151 17 6	1,742 4 4	3,409 13 2
Ditto (*Normal*)	1	-	60 0 0	60 0 0	—
Schools in Scotland *not* connected with Established Church	12	12,191	2,850 11 6	1,605 12 6	1,244 19 0
Total	604	564,741	176,253 5 5	44,741 11 3	131,511 14 2

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of the award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the grants for building, enlargement, or improvements, *paid* in each year, was *awarded* in preceding years. *See two following Tables.*

The following Explanatory Table (II. *b*) includes all the Building-Grants *paid* between 1 January 1857 and 31 December 1857, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. II. *b*.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (*Elementary*)	367	91,114 3 9
Ditto Ditto (*Normal*)	4	1,277 19 5
British, Wesleyan, and other Protestant Schools *not* connected with Church of England	44	16,164 8 3
Roman Catholic Schools	8	4,378 16 6
Schools in Scotland connected with Established Church	14	3,538 18 6
Ditto Ditto (*Normal*)	1	60 0 0
Schools in Scotland *not* connected with Established Church	9	2,575 2 6
Ditto Ditto (*Normal*)	1	555 0 0
Total	448	119,664 8 11

The following Explanatory Table (II. *c*) includes all the Building-Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. II. *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	344	102,914 10 1
Ditto ditto (*Normal*) - -	8	11,358 15 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	50	22,975 2 1
Roman Catholic Schools - - - - - -	14	12,313 5 5
Schools in Scotland connected with Established Church -	19	4,826 13 2
Schools in Scotland *not* connected with Established Church -	10	1,980 7 8
Total - - - -	445	156,368 13 5

*** The Parliamentary Estimate for Building-Grants, in *each* year, is calculated with reference to the three foregoing Explanatory Tables.

(No. III.)

SUMMARY of GRANTS paid in aid of purchase of BOOKS, MAPS, DIAGRAMS, and SCIENTIFIC APPARATUS, at reduced prices,—*in Year ended* 31 *December* 1857.

Denomination of Schools.	Books, Maps, and Diagrams.		Scientific Apparatus.	
	Number of Schools.	Amount granted.	Number of Schools.	Amount granted.
		£ s. d.		£ s. d.
National, or Church of England, Schools -	705	3,568 1 2½	23	1,996 12 7
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	179	942 1 1½	9	159 15 4
Roman Catholic Schools - - - -	59	252 8 9½	1	6 13 4
Schools in Scotland connected with Established Church - - - - -	91	386 5 7½	8	93 3 0
Ditto ditto Free Church -	80	267 8 7½	7	89 11 8
Ditto ditto Episcopal Church	12	46 0 2	—	—
Total - - - - - -	1,126	5,462 5 7	48	2,345 15 11

Note.—There are 204 schools not included in the above summary (viz., 75 Church of England, 57 Protestant Dissenting, 3 Roman Catholic, 24 Established Church of Scotland, 24 Free Church, 2 Episcopal Church, and 3 Colonial Schools, and 16 Mechanics' Institutes, and the Irish Education Board,) which have obtained *orders to purchase* books, maps, and diagrams, without the assistance of any Grant.

(No. IV.)

TABLE showing Number of Male and Female CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of 23 July 1852; and Number of PUPIL-TEACHERS under apprenticeship;—(*corrected to* 31 *December* 1857).

—	Certificated Teachers.			Assistant Teachers.			Pupil-Teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England	2,310	1,670	3,980	140	42	182	1,410	1,298	2,708	1,195	1,157	2,352	904	863	1,767	810	742	1,552	695	653	1,348	5,014	4,713	9,727
Wales	169	38	207	7	3	10	102	60	162	97	41	138	66	28	94	58	35	93	52	13	65	375	177	552
Isle of Man and Channel Islands.	20	11	31	—	—	—	11	8	19	4	16	20	9	9	18	7	7	14	13	6	19	44	46	90
Scotland	707	241	948	51	1	52	299	133	432	321	131	452	265	100	365	227	90	317	228	59	287	1,340	513	1,853
Total	3,206	1,960	5,166	198	46	244	1,822	1,499	3,321	1,617	1,345	2,962	1,244	1,000	2,244	1,102	874	1,976	988	731	1,719	6,773	5,449	12,222

(No. V.)

TABLE No. IV. re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1857, *classified denominationally*;—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount of Grants, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *from* 1854 *to* 1856 *inclusive, and for Year* 1857.

Schools connected with	Number of Certificated Teachers.		Number of Assistant Teachers.		Number of Pupil-Teachers.		Capitation Grants. From 1 Jan. 1854 to 31 Dec. 1856 (three years).					From 1 January to 31 December 1857.				
									Number of Scholars.					Number of Scholars.		
	Male.	Female.	Male.	Female.	Male.	Female.	Number of Schools aided.	Amount of Grants.	On whom grants were allowed.*	In average Attendance.	Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.	Number of Schools aided.	Amount granted.	On whom grants were allowed.*	In average Attendance.	Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.
								£ s. d.					£ s. d.			
Church of England, or National Society.	1,953	1,367	99	32	3,903	3,576	1,544	28,321 6 3	105,133	303,037	34·7	2,205	29,278 1 1	111,243	312,709	35·56
British and Foreign School Society.	288	182	39	6	862	653	190	4,509 14 1	17,296	42,845	40·36	315	5,440 1 9	21,104	56,355	37·44
Wesleyan Methodists' Conference.	178	63	6	2	423	189	102	2,331 16 0	8,993	20,891	43·1	194	2,795 8 5	11,058	26,529	41·68
Roman Catholic Poor School Committee (*in Great Britain*).	89	120	3	5	215	418	68	999 19 0	3,746	10,254	36·53	133	1,848 13 9	7,837	22,593	34·68
Parochial Unions	- -	- -	- -	- -	69	54	—	—	—	—	—	—	—	—	—	—
Established Church of Scotland.	368	124	34	1	667	328	—	—	—	—	—	—	—	—	—	—
Free Church of Scotland.	297	75	17	- -	570	169	—	—	—	—	—	—	—	—	—	—
Episcopal Church in Scotland.	33	29	- -	- -	64	62	—	—	—	—	—	—	—	—	—	—
Total	3,206	1,960	198	46	6,773	5,449	1,904	36,162 15 4	135,170	377,027	35·85	2,847	39,362 5 0	151,242	418,186	36·16

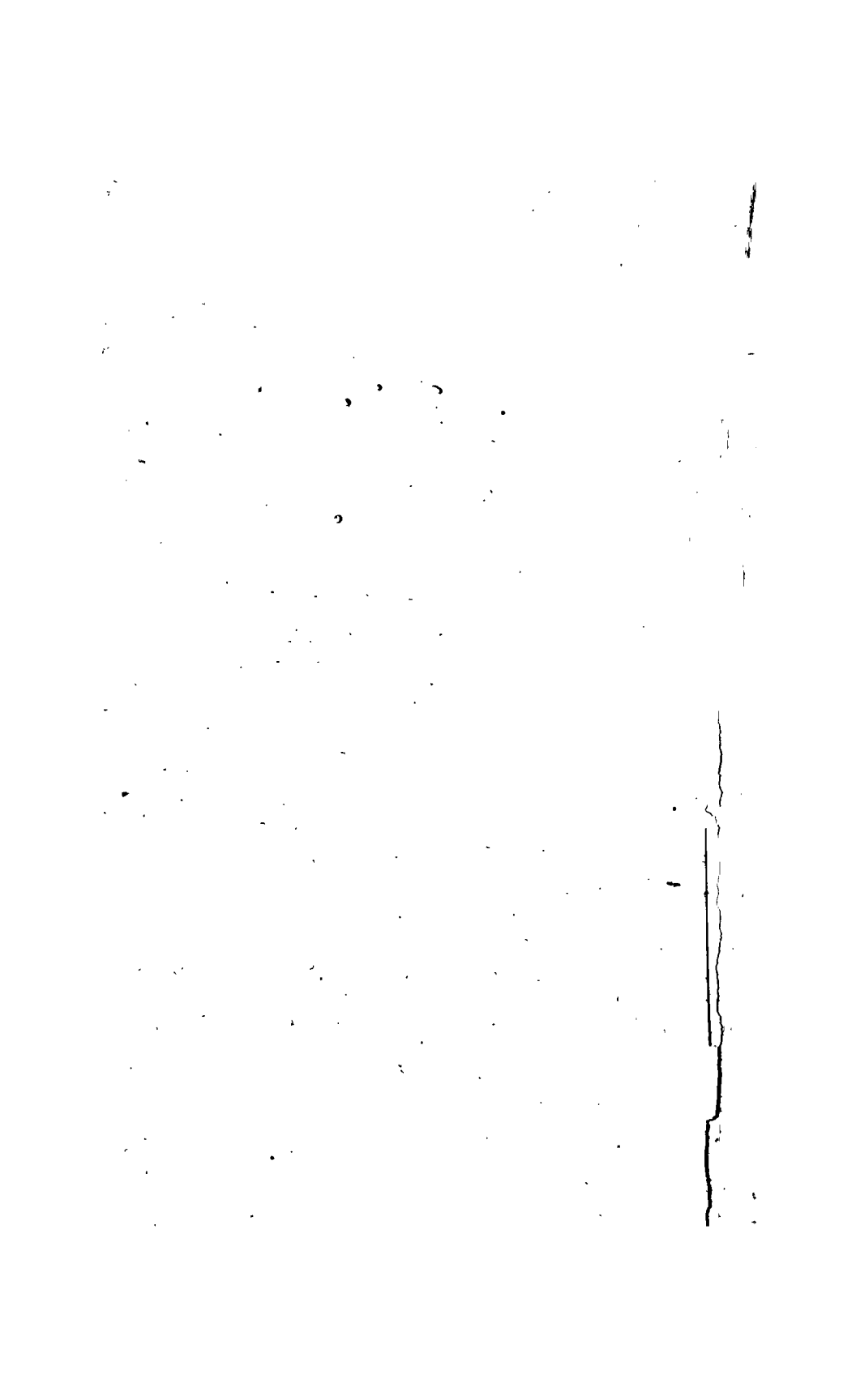
* Capitation grants are allowed on account of those children who have attended school during one hundred and seventy-six days in the year, and who pay school fees of not less than one penny, nor more than fourpence, per week.

(No. VI.)

STATEMENT of GRANTS awarded to TRAINING COLLEGES (with Amount subscribed by Promoters, and Total Cost) on account of—(1.) Building, Enlargement, or Improvement (see Table No. II., Note*). (2.) Books, Maps, Diagrams, and Scientific Apparatus. (3.) STUDENTS examined and passed; QUEEN'S SCHOLARS; CERTIFICATED ASSISTANTS; LECTURERS; and GENERAL EXPENSES;—between Years 1839 and 1857, inclusive.

	TRAINING COLLEGE.	Building, Enlargement, or Improvement.			Books, Maps, Diagrams, and Scientific Apparatus.			Students.	Amounts granted on account of				Total Amount granted.
		Amount granted.	Amount subscribed.	Total Cost.	Amount granted.	Amount subscribed.*	Total Cost.		Queen's Scholars.	Certificated Assistants.	Lecturers.	General Expenses (under arrangements antecedent to 1846, and not extended to other classes of schools).	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of England.	Cheltenham, *Male*	4,900 0 0	12,497 9 6	17,397 9 6	68 8 2½	219 1 10¼	287 10 0¾	7,664 10 0	7,596 10 0	232 10 0	75 0 0	- - -	26,713 19 10½
	„ *Female*							2,934 0 0	3,083 1 8	160 0 0			
	Highbury (Metropolitan) *Male*	4,860 15 0	14,919 6 5	19,780 1 5	68 18 3¾	179 5 0½	248 3 4¼	3,079 0 0	4,282 10 0	141 13 4	- - -	- - -	12,446 16 7¾
					†14 0 0	7 13 5	21 13 5						
	National Society's, at Battersea, *Male*	3,790 0 0	4,194 13 6	7,984 13 6	48 5 10	96 11 8	144 17 6	9,098 0 0	9,095 15 0	242 10 0	75 0 0	- - -	22,449 10 10
	Chelsea, St. Mark's, *Male*	7,242 15 5	25,336 1 9	32,578 17 2	†100 0 0	54 6 10	154 6 10		5,452 5 0	99 0 0	175 0 0	- - -	21,064 0 5
	Whitelands, *Female*	4,770 0 0	5,661 7 5	10,431 7 5	†100 0 0	55 14 0	155 14 0	7,995 0 0	5,783 18 4	188 10 0	- - -	- - -	17,466 19 10
	Caermarthen, *Male*	3,000 0 0	7,053 0 0	10,053 0 0	23 18 2	63 5 10	87 4 0	6,700 13 4					
					†83 6 8	41 13 4	125 0 0	2,039 0 0	1,387 0 0	50 0 0	- - -	- - -	7,318 6 8
								‡759 0 0					
	Bishop's Stortford (Rochester), *Female*	3,224 0 0	8,393 7 8	11,617 7 8	10 10 8	21 1 6	31 12 2	1,352 0 0	1,372 18 4	124 3 4	- - -	- - -	6,083 12 4
	Brighton (Chichester), *Female*	2,000 0 0	6,368 3 8	8,368 3 8	7 10 0	25 0 0	32 10 0	434 13 4	329 13 4	116 0 0	- - -	- - -	2,887 16 8
	Caernarvon, *Male*	- - -	- - -	- - -	29 17 1¾	72 19 7	102 16 8¾	1,086 13 4	387 0 0	- - -	- - -	- - -	1,503 10 5¾
	Chester, *Male*	3,932 6 8	7,428 4 3	11,360 10 11	21 7 9¼	67 11 5	88 19 2¼	3,250 0 0	2,435 15 0	90 18 4	75 0 0	- - -	9,805 7 9¾
	Chichester, *Male*	1,171 0 0	3,760 1 10	4,931 1 10	44 3 9	19 17 10	55 1 7	792 0 0	981 15 0	- - -	- - -	- - -	2,988 18 9
	Culham (Oxford), *Male*	6,000 0 0	13,233 4 0	19,233 4 0	24 5 11	48 12 0	72 17 11	2,092 0 0	2,252 10 0	50 0 0	75 0 0	- - -	10,517 7 7
					†23 11 8	11 15 11	35 7 7						
	Derby (Lichfield), *Female*	2,000 0 0	4,680 5 0	6,680 5 0	29 6 10½	66 2 7	95 9 5½	948 13 4	1,082 6 8	122 0 0	- - -	- - -	4,182 6 10½
	Diocesan, at Durham, *Male*	2,095 0 0	3,186 15 11¾	5,281 15 11¾	18 14 4½	105 19 5¾	124 13 10¼	2,136 0 0	2,129 0 0	- - -	- - -	- - -	6,378 14 4½
	Exeter, *Male*	2,000 0 0	7,657 5 9	9,657 5 9	5 13 4	11 6 8	17 0 0	1,959 0 0	1,910 15 0	- - -	- - -	- - -	5,875 8 4
	Bristol (Gloucester and Bristol, and Oxford), *Female*	4,275 0 0	9,618 19 5	13,893 19 5	28 0 6¼	63 18 3	91 18 9¼	305 6 8	513 15 0	42 0 0	- - -	- - -	5,164 2 2¼
	Norwich, *Female*	1,250 0 0	2,352 17 5	3,602 17 5	- - -	- - -	- - -	435 6 8	598 15 0	26 0 0	- - -	- - -	2,310 1 8
	Salisbury, *Female*	2,500 0 0	6,372 16 10	8,872 16 10	28 0 0	76 5 9	104 5 9	2,034 0 0	1,316 15 0	77 0 0	- - -	- - -	5,955 15 0
	Saltley (Worcester), *Male*	2,877 8 2	5,409 18 3	8,287 6 5	38 8 5¾	77 8 0	115 16 5¾	1,565 10 0	2,430 0 0	100 0 0	- - -	- - -	7,011 6 7¾
	Warrington (Chester), *Female*	3,600 0 0	1,935 17 11½	5,535 17 11½	- - -	- - -	- - -	2,310 0 0	2,196 15 0	54 0 0	- - -	- - -	8,160 15 0
	Winchester, *Male*	- - -	- - -	- - -	14 2 11	28 5 8	42 8 7	1,127 0 0	1,464 0 0	- - -	- - -	- - -	2,893 5 5
	York (York and Ripon), *Male*	4,550 0 0	7,258 1 1	11,808 1 1	42 18 7¾	85 17 5	128 16 0¾	3,903 10 0	3,428 10 0	288 2 6	175 0 0	- - -	14,010 3 7¾
	„ „ *Female*							1,108 13 4	753 11 8	48 0 0	- - -		
	British and Foreign School Society's, in Borough Road, Southwark, *Male*	5,000 0 0	16,433 7 9	21,433 7 9	6 6 8	12 13 5	19 0 1	3,700 10 0	4,231 0 0	125 0 0	- - -	- - -	16,703 3 6
	„ „ „ *Female*							1,626 8 6	1,997 18 4	16 0 0	- - -		
	Wesleyan, in Horseferry Road, Westminster, *Male*	5,049 10 0	33,101 9 3	38,150 19 3	114 4 5¼	595 17 0	710 1 5¼	2,965 0 0	3,852 0 0	48 0 0	250 0 0	- - -	14,420 2 9¼
	„ „ „ *Female*				†100 0 0	50 0 0	150 0 0	907 6 8	1,134 1 8	- - -	- - -		
	Home and Colonial School Society's, in Gray's Inn Road, Holborn, *Female*	6,000 0 0	1,600 0 0	7,600 0 0	11 0 0½	29 18 3	40 18 3½	4,971 0 0	3,977 8 4	206 0 0	- - -	- - -	15,175 8 4½
					†10 0 0	6 16 9	16 16 9						
	Roman Catholic, at Hammersmith, *Male*	3,900 0 0	9,630 0 8	13,530 0 8	9 1 8	26 12 4	35 14 0	430 0 0	660 10 0	76 10 0	- - -	- - -	5,076 1 8
	St. Leonard's-on-Sea, *Female*	- - -	- - -	- - -	- - -	- - -	- - -	121 0 0	509 10 0	15 0 0	- - -	- - -	645 10 0
	Liverpool, Mount Pleasant, *Female*	- - -	- - -	- - -	14 11 4½	38 3 10	52 15 2½	181 6 8	737 5 0	10 0 0	- - -	- - -	956 7 0½
					†13 4 0	6 12 1	19 16 1						
	Established Church of Scotland, at Edinburgh, *Male*	4,195 0 0	4,698 14 7½	8,893 14 7½	16 18 7½	33 17 4	50 15 11½	3,158 0 0	3,113 5 0	- - -	200 0 0	- - -	13,399 2 5½
	„ *Female*				†92 18 10	58 2 9	151 1 7	1,542 0 0	1,081 0 0	- - -	- - -		
	Glasgow, *Male*	7,558 0 0	9,865 15 3	17,423 15 3	4 19 5	4 19 4	9 18 9	2,560 0 0	1,700 10 0	110 0 0	- - -	- - -	13,709 4 5
	„ *Female*				†100 0 0	53 6 4	153 6 4	1,238 13 4	437 1 8	- - -	- - -		
	Free Church in Scotland, at Edinburgh, *Male*	3,555 0 0	6,242 16 7	9,797 16 7	57 2 2	173 10 1	230 12 3	6,208 6 8	4,106 0 0	- - -	350 0 0	- - -	17,934 8 4
	„ *Female*				†100 0 0	54 15 6	154 15 6	2,345 11 2	1,212 8 4	- - -	- - -		
	Glasgow, *Male*	3,000 0 0	7,098 7	10,098 7 6	58 5 10½	106 11 10	164 17 8½	3,774 0 0	2,425 0 0	- - -	150 0 0	- - -	12,025 6 2½
	„ *Female*				†86 16 0	43 8 1	130 4 1	1,980 17 8	550 6 8	- - -	- - -		
	Episcopal Church in Scotland, at Edinburgh (Minto House)	- - -	- - -	- - -	- - -	- - -	- - -	275 0 0	23 5 0	- - -	- - -	- - -	298 5 0
	National School Society	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	14,000 0 0	14,000 0 0
	British and Foreign School Society	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	10,500 0 0	10,500 0 0
	Established Church of Scotland	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	9,000 0 0	9,000 0 0
	Total	108,295 15 3	245,988 9 3¾	354,284 4 6¾	1,668 18 4	2,785 18 11½	4,454 17 3½	105,094 10 8	94,013 5 0	2,858 17 6	1,600 0 0	33,500 0 0	347,031 6 9

* Only such subscriptions appear here as have been raised to meet Government Grants. A much larger sum has been expended upon items under this head to which the Government Grants have *not* extended. † Grants for Scientific Apparatus. ‡ Grants on Account of Scholars holding Exhibitions.

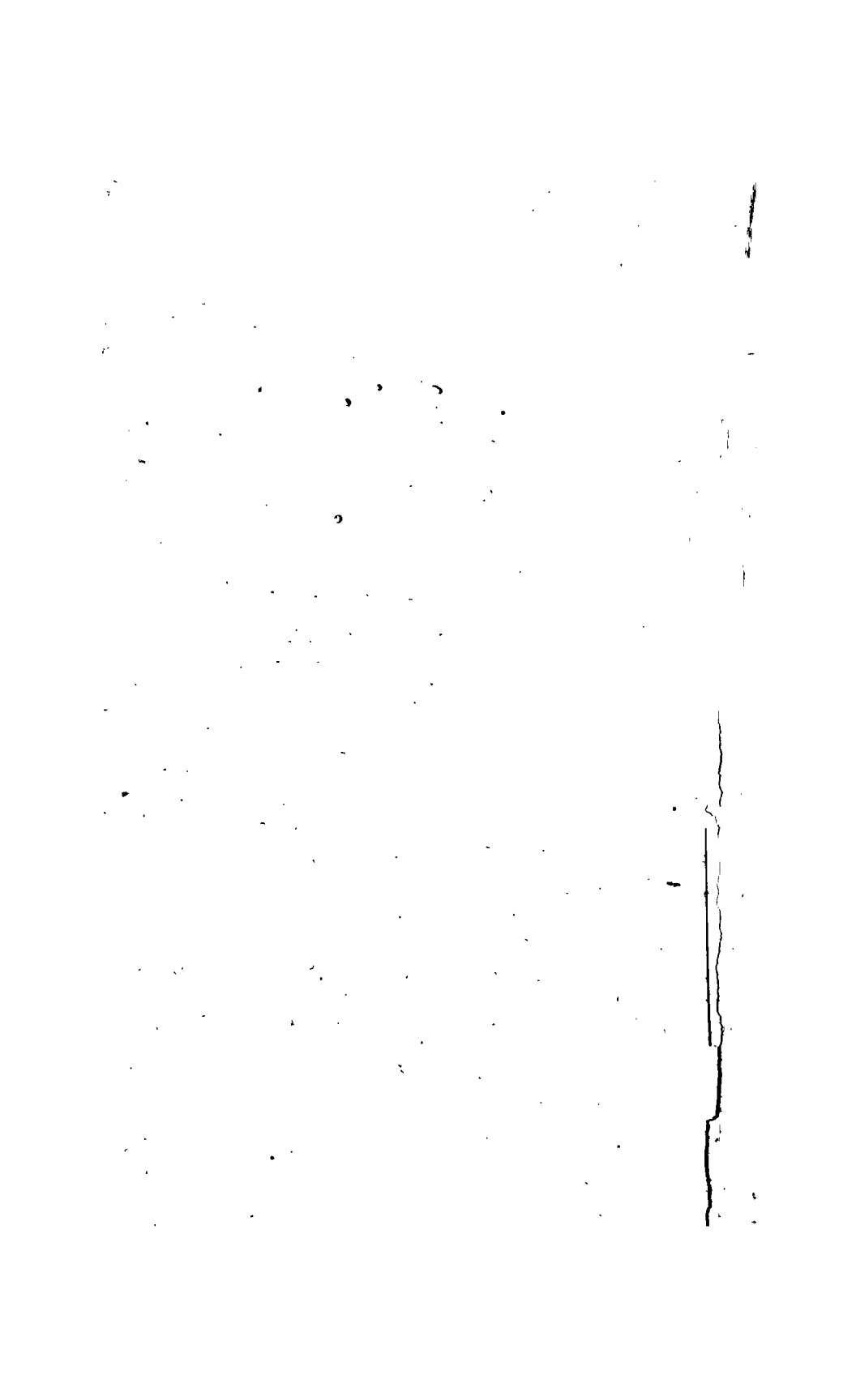


(No. VII.)

TABLE showing COMPARATIVE NUMBER OF STUDENTS passed, and QUEEN'S SCHOLARS admitted, at Examinations of TRAINING COLLEGES, from 1847 to 1857; with STATEMENT of GRANTS for Year 1858 (current).

	TRAINING COLLEGE.	1847.		1848.		1849.		1850.		1851.		1852.		1853.		1854.		1855.		1856.		1857.				Amount to be paid during Year 1858.
		Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Amount paid.			Queen's Scholars admitted.	
																							£ s. d.			£ s. d.
CHURCH OF ENGLAND.	Cheltenham, *Male*	–	–	6	–	17	–	15	6	18	12	46	19	44	74	76	85	93	71	79	77	80	1,344 0 0		97	2,231 0 0
	„ *Female*	–	–	–	–	5	–	15	2	15	5	18	11	31	34	45	50	56	45	–	52	55	618 0 0		58	986 0 0
	Highbury (Metropolitan), *Male*	–	–	–	–	–	–	–	–	3	9	14	12	22	30	40	38	44	46	51	60	57	936 0 0		72	1,656 0 0
	NATIONAL SOCIETY'S, at Battersea, *Male*	17	–	20	–	11	–	17	2	16	14	45	21	65	68	87	87	8	99	103	107	105	1,828 0 0		106	2,438 0 0
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	20	–	22	–	23	–	23	10	45	15	51	18	42	31	49	31	57	60	69	78	86	1,370 0 0		93	2,139 0 0
	NATIONAL SOCIETY'S, at Whitelands, *Female*	21	–	26	–	24	–	31	4	22	16	29	22	64	68	85	76	84	85	105	103	102	1,230 0 0		105	1,785 0 0
	NATIONAL SOCIETY'S, at Caermarthen, *Male*	–	–	–	–	5	*11	13	*12	10 { *11 / 4 }		9 { *7 / 11 }		18 { *10 / 15 }		17 { *8 / 7 }		20	10	21	19	23	336 0 0		14	322 0 0
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	–	–	–	–	–	–	–	–	–	–	–	9	12	26	34	25	39	12	29	20	30	310 13 4		47	799 0 0
	DIOCESAN, at Brighton (Chichester), *Female*	–	–	–	–	–	–	2	–	1	–	4	–	3	5	6	6	8	3	14	8	14	140 13 4		28	476 0 0
	DIOCESAN, at Caernarvon, *Male*	–	–	–	–	–	–	–	–	–	–	5	–	8	–	18	3	17	6	19	11	17	273 0 0		20	460 0 0
	DIOCESAN, at Chester, *Male*	7	–	11	–	17	–	14	3	9	9	13	11	18	14	20	16	22	24	33	34	33	544 0 0		40	920 0 0
	DIOCESAN, at Chichester, *Male*	–	–	–	–	–	–	–	–	3	6	7	4	8	12	9	10	12	8	4	5	6	81 0 0		10	230 0 0
	DIOCESAN, at Culham (Oxford), *Male*	–	–	–	–	–	–	–	–	–	–	–	25	33	36	37	19	29	9	20	20	23	355 0 0		31	713 0 0
	DIOCESAN, at Derby (Lichfield), *Female*	–	–	–	–	–	–	–	–	–	1	6	8	13	13	18	20	21	11	23	17	31	323 6 8		31	527 0 0
	DIOCESAN, at Durham, *Male*	–	–	1	–	2	–	5	–	8	–	16	6	16	16	20	18	18	20	26	37	37	604 0 0		46	1,058 0 0
	DIOCESAN, at Exeter, *Male*	–	–	–	–	–	–	–	–	–	–	15	10	21	22	23	26	27	13	20	20	24	332 0 0		34	782 0 0
	DIOCESAN, at Bristol (Gloucester and Bristol, and Oxford), *Female*	–	–	–	–	–	–	–	–	–	–	–	–	–	5	6	8	9	4	12	17	36	342 0 0		41	697 0 0
	DIOCESAN, at Norwich, *Female*	–	–	–	–	–	–	–	–	–	–	–	6	9	5	9	5	7	7	10	15	15	189 6 8		35	595 0 0
	DIOCESAN, at Salisbury, *Female*	8	–	6	–	6	–	5	2	10	4	13	6	15	22	32	18	34	8	36	29	41	424 0 0		51	867 0 0
	DIOCESAN, at Saltley (Worcester), *Male*	–	–	–	–	–	–	–	–	–	–	–	15	18	27	29	20	22	18	18	30	31	495 0 0		39	897 0 0
	DIOCESAN, at Truro, *Female*	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	—		6	102 0 0
	DIOCESAN, at Warrington (Chester), *Female*	–	–	2	–	5	–	14	–	13	3	13	6	18	15	35	27	38	38	53	61	70	758 13 4		65	1,105 0 0
	DIOCESAN, at Winchester, *Male*	–	–	–	–	–	–	–	–	3	–	5	12	16	10	12	12	15	12	13	23	23	335 0 0		32	736 0 0
	DIOCESAN, at York (York and Ripon), *Male*	10	–	7	–	14	–	10	3	19	11	23	11	22	37	40	33	35	23	31	44	44	709 0 0		75	1,725 0 0
	DIOCESAN, at „ „ *Female*	–	–	4	–	7	–	8	1	9	–	7	4	10	9	11	11	14	11	16	13	18	184 0 0		25	425 0 0
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*		–	–	–	–	–	–	–	2	11	10	31	10	24	33	32	38	41	47	59	57	60	991 13 4		66	1,518 0 0
„ „ „ *Female*		–	–	–	–	–	–	–	–	–	5	14	5	17	18	24	28	37	37	53	37	52	544 17 7		50	850 0 0
WESLEYAN, in Horseferry Road, Westminster, *Male*		–	–	–	–	–	–	–	–	–	–	15	8	18	26	35	40	51	47	55	57	57	907 0 0		57	1,311 0 0
„ „ „ *Female*		–	–	–	–	–	–	–	–	–	–	5	–	6	8	17	18	27	23	28	25	33	337 6 8		29	493 0 0
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, Holborn, *Female*		–	–	–	–	8	–	29	4	37	14	32	23	53	29	54	47	87	44	72	99	109	1,251 6 8		130	2,210 0 0
ROMAN CATHOLIC, at Hammersmith, *Male*		–	–	–	–	–	–	–	–	1	–	1	–	2	–	4	6	10	7	7	18	20	270 0 0		25	575 0 0
ROMAN CATHOLIC, at St. Leonard's-on-Sea, *Female*		–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	12	12	21	19	224 13 4		22	374 0 0
ROMAN CATHOLIC, at Liverpool, Mount Pleasant, *Female*		–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	19	20	29	32	373 6 8		39	663 0 0
ESTABLISHED CHURCH OF SCOTLAND, at Edinburgh, *Male*		–	–	–	–	–	–	–	–	–	–	10	4	16	8	26	18	24	28	45	51	52	880 0 0		81	1,863 0 0
ESTABLISHED CHURCH OF SCOTLAND, at „ *Female*		–	–	–	–	–	–	–	–	–	–	12	–	4	4	15	9	18	8	31	26	48	561 6 8		64	1,088 0 0
ESTABLISHED CHURCH OF SCOTLAND, at Glasgow, *Male*		–	–	–	–	–	–	–	–	–	–	7	3	18	6	22	12	23	11	31	30	36	642 0 0		66	1,518 0 0
ESTABLISHED CHURCH OF SCOTLAND, at „ *Female*		–	–	–	–	–	–	–	–	–	–	9	–	10	–	8	2	9	5	38	12	27	328 13 4		20	340 0 0
FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*		–	–	19	–	13	–	14	3	14	–	21	10	30	19	43	35	52	42	58	42	60	1,038 0 0		102	2,346 0 0
FREE CHURCH IN SCOTLAND, at „ *Female*		–	–	–	–	2	–	3	3	5	–	13	6	16	5	25	5	31	14	46	24	46	566 0 0		56	952 0 0
FREE CHURCH IN SCOTLAND, at Glasgow, *Male*		–	–	11	–	6	–	17	–	13	–	4	4	19	9	25	17	31	28	47	34	34	560 0 0		48	1,104 0 0
FREE CHURCH IN SCOTLAND, at „ *Female*		–	–	–	–	2	–	11	–	13	–	6	1	13	3	21	5	20	5	35	13	37	386 13 4		23	391 0 0
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House)		–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	5	–	7	–	5	75 0 0		11	253 0 0
Total		83	–	135	–	167	11	246	57	298	149	519	328	772	772	1,109	942	1,275	1,015	1,449	1,475	1,728	24,000 10 11		2,090	42,520 0 0

* These were Exhibitioners under a temporary arrangement, now terminated.



(No. VIII.)

Summary (under Counties) of Expenditure in Grants to Elementary Schools, in Great Britain, from Parliamentary Votes, between Years 1833 and 1857 inclusive; with Population and Area (in Square Miles and Statute Acres) of each County.

County.	Amount.	Population.	Area in	
			Square Miles.	Statute Acres.
ENGLAND.	£ s. d.			
Bedford	12,875 4 3	124,478	462	295,582
Berks	17,304 7 7½	170,065	705	451,040
Buckingham	13,991 0 1½	163,723	730	466,932
Cambridge	19,074 13 11½	185,405	818	523,861
Chester	72,132 8 2	455,725	1,105	707,078
Cornwall	32,757 4 5½	355,558	1,365	873,600
Cumberland	19,995 3 1½	195,492	1,565	1,001,273
Derby	36,759 11 8½	296,084	1,029	658,803
Devon	50,880 19 3	567,098	2,589	1,657,180
Dorset	21,814 14 11½	184,207	987	630,025
Durham	40,449 17 10½	390,997	973	622,476
Essex	32,763 19 5½	369,318	1,657	1,060,549
Gloucester	67,729 7 2½	458,805	1,258	805,102
Hants	61,101 1 10	405,370	1,672	1,070,216
Hereford	11,367 4 3½	115,489	836	534,823
Hertford	19,159 10 3½	167,298	611	391,141
Huntingdon	6,082 12 1½	64,183	361	230,865
Kent	71,247 17 7½	615,766	1,627	1,041,479
Lancaster	271,249 16 8½	2,031,236	1,905	1,219,221
Leicester	19,359 15 6½	230,308	803	514,164
Lincoln	33,462 5 8½	407,222	2,776	1,776,738
Middlesex	195,296 9 5½	1,886,576	281	180,168
Monmouth	12,038 0 5	157,418	576	368,399
Norfolk	30,143 6 11½	442,714	2,116	1,354,301
Northampton	15,045 16 3	212,380	985	630,358
Northumberland	24,722 2 9½	303,568	1,952	1,249,299
Nottingham	23,119 16 1½	270,427	882	526,076
Oxford	15,254 13 1½	170,439	739	472,887
Rutland	1,887 11 11	22,983	150	95,805
Salop	23,054 8 4½	229,341	1,291	826,055
Somerset	48,731 9 1½	443,916	1,636	1,047,220
Stafford	78,519 10 2½	608,716	1,138	728,468
Suffolk	30,824 6 0	337,215	1,481	947,681
Surrey	78,951 8 1	683,082	748	478,792
Sussex	35,301 19 4	336,844	1,461	934,851
Warwick	50,381 14 9½	475,013	881	563,946
Westmoreland	4,012 1 6½	58,287	758	485,432
Wilts	36,343 7 1½	254,221	1,352	865,092
Worcester	29,181 4 8½	276,926	738	472,165
York	262,416 13 2½	1,797,995	5,9 83	3,829,286

County.	Amount.	Population.	Area in	
			Square Miles.	Statute Acres.
WALES.	£ s. d.			
Anglesey	7,633 18 2	57,327	302	193,453
Brecon	3,440 14 5¾	61,474	719	460,158
Caermarthen	10,217 19 7½	110,632	947	606,331
Caernarvon	15,848 5 1½	87,870	579	370,273
Cardigan	4,802 12 5¾	70,796	693	443,387
Denbigh	14,238 6 2¾	92,583	603	386,052
Flint	9,453 2 5	68,156	289	184,905
Glamorgan	20,181 9 8¼	231,849	856	547,494
Merioneth	5,742 16 1¼	38,843	602	385,291
Montgomery	7,539 6 3	67,335	755	483,323
Pembroke	13,328 11 9	94,140	628	401,691
Radnor	673 2 2	24,716	425	272,128
Channel Islands	5,099 17 8¼	90,739	112	72,000
Isle of Man	11,156 11 4¾	52,387	281	180,000
SCOTLAND.				
Aberdeen	19,636 4 8	212,082	1,970	1,260,625
Argyll	6,788 12 0¼	89,298	3,255	2,083,126
Ayr	17,132 2 7¾	189,858	1,016	650,156
Banff	3,651 17 0¼	54,171	686	439,219
Berwick	3,951 18 7¼	36,297	483	309,375
Bute	313 14 8¼	16,608	171	109,375
Caithness	2,430 19 4	38,709	712	455,708
Clackmannan	942 19 7	22,951	46	29,744
Dumbarton	5,503 9 7¾	45,103	297	189,844
Dumfries	2,848 4 8	78,123	1,129	722,813
Edinburgh	41,580 6 2¾	259,435	397	254,300
Elgin	2,605 9 3½	38,959	531	340,000
Fife	18,329 0 0¾	153,546	503	322,031
Forfar	30,968 17 6¾	191,264	889	568,750
Haddington	2,503 18 8¾	36,386	291	185,937
Inverness	8,412 13 4½	96,500	4,256	2,723,561
Kincardine	2,616 5 8½	34,598	394	252,250
Kinross	1,009 16 0	8,924	77	49,531
Kirkcudbright	4,177 5 3¼	43,121	954	610,734
Lanark	54,077 10 5½	530,169	987	631,719
Linlithgow	2,631 6 5½	30,135	101	64,375
Nairn	1,152 7 10½	9,956	215	137,500
Orkney and Shetland	804 6 4¾	62,533	1,545	988,873
Peebles	471 5 9½	10,738	354	226,488
Perth	22,933 15 7½	138,660	2,835	1,814,063
Renfrew	10,505 14 11½	161,091	234	150,000
Ross and Cromarty	5,257 15 6½	82,702	3,151	2,016,375
Roxburgh	1,877 4 0	51,642	720	460,938
Selkirk	1,052 1 8	9,809	266	170,313
Stirling	5,178 12 5	86,237	462	295,875
Sutherland	3,903 9 6½	25,793	1,886	1,207,188
Wigtown	2,742 5 7½	43,389	511	326,736

(No. IX.)

General Summary of RESULTS of INSPECTION, for Year ended 31 August 1857.

*** *The results given are not to be taken as* complete *accounts of each Inspector's District, being those of* actual *inspection* only, *between* 1 *September* 1856 *and* 31 *August* 1857.

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

DISTRICTS.	Number of Schools *actually inspected* between 1 September 1856 and 31 August 1857.					Number of Children								
	Number of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in those institutions in which separate Teachers are employed.				Present at Examination.			In Average Attendance.			For whom accommodation is provided, at 8 square feet of superficial area per child.	Number of Certificated Teachers.	Number of Pupil-teachers.
		Boys.	Girls.	Infants.	Mixed.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
In Counties of—															
Church of England Schools. Middlesex	141	117	111	83	14	325	22,551	16,628	39,179	20,801	14,482	35,283	49,102	237	726
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	298	105	91	73	132	401	18,809	14,984	33,793	16,774	12,881	29,655	49,547	268	611
York	322	101	97	67	190	455	24,551	18,817	43,368	23,179	16,986	40,165	63,274	331	801
Cornwall, Devon, Dorset, and Somerset	282	115	100	42	149	406	19,439	15,404	34,843	16,290	12,967	29,257	43,350	229	517
Essex, Norfolk, and Suffolk	153	66	54	36	85	241	10,995	9,143	20,138	9,925	7,638	17,563	27,030	146	305
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	206	80	79	53	103	315	14,730	12,433	27,163	12,493	10,307	22,800	37,049	234	378
Kent, Surrey, Sussex, and Channel Islands	268	160	147	74	83	464	23,196	18,692	41,888	21,121	16,260	37,381	53,882	305	661
Lancaster, and Isle of Man	233	126	114	95	94	429	28,026	20,960	48,986	25,972	18,492	44,464	75,550	314	938
Chester, Salop, and Stafford	255	137	121	95	111	464	19,436	16,180	35,616	17,853	14,366	32,219	58,570	244	515
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	122	51	41	26	55	173	7,743	6,227	13,970	7,017	5,526	12,543	19,902	128	229
Berks, Hants, and Wilts	203	71	69	49	120	309	14,462	12,921	27,383	11,871	10,348	22,219	35,153	194	423
Cumberland, Durham, Northumberland, and Westmoreland	128	51	43	20	68	182	9,966	7,150	17,116	8,944	6,118	15,062	23,540	131	296
Wales	144	44	41	20	94	199	9,736	7,888	17,624	7,900	6,112	14,012	23,137	132	292
British, Wesleyan, and other Protestant Schools *not* connected with Church of England. Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York and Merioneth	142	41	35	35	90	201	16,481	10,855	27,336	16,164	9,850	26,014	41,524	150	503
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	91	51	45	28	26	150	11,956	8,099	20,055	11,151	7,406	18,557	26,024	109	393
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	108	47	43	22	50	162	11,736	8,807	20,543	10,859	7,610	18,469	27,970	110	406
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	114	38	34	9	70	151	10,150	6,666	16,816	9,790	5,954	15,744	24,100	128	362
Bedford, Cambridge, Huntingdon, Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	85	36	24	15	44	119	7,275	4,487	11,762	7,026	4,095	11,121	18,143	97	218
Durham; *and part of the Counties of* Northumberland, and York	72	11	8	14	55	88	5,555	3,672	9,227	5,723	3,766	9,489	15,980	76	187
Roman Catholic Schools. Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	85	37	56	24	20	137	5,605	6,614	12,219	5,296	6,176	11,472	16,259	65	189
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	89	52	69	35	17	173	8,202	11,828	20,030	8,537	9,501	18,038	29,922	80	295
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	36	22	24	12	11	69	3,733	4,507	8,240	3,380	3,924	7,304	10,830	39	161
Schools connected with *Estab. Church of Scotland.* Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	286	23	41	20	237	321	15,247	12,817	28,064	15,324	12,028	27,352	31,770	179	482
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	147	12	28	6	110	156	10,2 4	7,875	18,099	10,547	7,702	18,249	21,715	129	279
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	288	11	39	28	271	349	18,478	14,049	32,527	18,799	14,363	33,162	39,954	297	649
Episcopal Schools in Scotland	71	13	20	6	49	88	3,688	4,077	7,765	3,150	3,643	6,793	8,716	62	127
Total	4,369	1,618	1,574	987	2,348	6,527	351,970	281,780	633,750	325,886	248,501	574,387	871,993	4,414	10,943

PER-CENTAGE OF CHILDREN ON SCHOOL REGISTERS.

DISTRICTS.	Aged									Between ten and thirteen.	Between thirteen and fourteen.	Over fourteen.	Who have been in School — Years						
	Under four.	Between four and five.	Between five and six.	Between six and seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.				Less than one.	One.	Two.	Three.	Four.	Five, and over.
In Counties of—																			
Church of England Schools. Middlesex	8·39	7·7	8·59	10·49	13·32	12·78	12·27	10·74	7·62	4·77	2·41	·92	50·11	22·15	13·07	7·92	4·17	2·58
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	8·43	8·35	9·68	12·39	13·7	12·23	11·15	9·42	6·39	4·44	2·45	1·37	44·12	20·89	15·15	9·35	5·47	5·02
York	6·4	7·78	9·66	11·48	11·87	11·85	11·38	10·74	8·63	5·49	2·56	1·16	47·55	22·09	13·1	8·42	4·71	4·13
Cornwall, Devon, Dorset, and Somerset	6·85	7·54	9·22	11·94	12·89	12·27	11·82	10·01	7·5	5·19	2·95	1·82	40·92	21·03	16·05	9·75	6·26	5·99
Essex, Norfolk, and Suffolk	6·71	6·56	8·65	11·63	13·13	12·94	11·93	10·38	7·46	5·67	3·34	1·6	37·11	22·65	15·9	11·36	6·44	6·54
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	9·2	8·61	10·63	12·82	13·01	11·98	10·41	8·61	6·41	4·36	2·53	1·43	42·15	23·55	15·38	9·18	5·42	4·32
Kent, Surrey, Sussex, and Channel Islands	6·04	6·6	7·7	11·37	13·35	13·24	12·73	11·44	8·02	5·62	2·84	1·05	44·76	21·46	14·77	9·27	5·38	4·36
Lancaster, and Isle of Man	7·86	8·78	10·03	11·28	12·38	11·77	10·81	9·88	7·93	5·02	2·27	·99	47·89	23·39	13·53	7·97	4·08	3·14
Chester, Salop, and Stafford	7·89	8·46	10·3	12·52	12·91	12·3	11·16	9·34	6·04	4·67	2·5	1·31	43·45	21·96	14·75	9·53	5·72	4·59
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	8·05	7·66	9·74	11·98	13·	12·53	10·91	9·53	6·83	5·16	2·77	1·84	34·82	22·56	17·63	11·03	7·22	6·74
Berks, Hants, and Wilts	8·09	8·33	10·01	11·89	12·39	12·32	11·05	9·87	7·14	4·79	2·81	1·31	34·14	20·78	17·	11·7	8·5	7·88
Cumberland, Durham, Northumberland, and Westmoreland	3·99	5·92	8·35	12·66	13·7	13·84	12·2	10·66	7·74	5·42	3·4	2·12	50·36	22·87	11·48	7·37	4·43	3·49
Wales	4·16	5·82	7·7	10·01	12·02	12·63	11·76	10·9	9·12	7·65	4·67	3·56	40·4	19·98	15·7	10·86	7·3	5·76
British, Wesleyan, and other Protestant Schools *not* connected with Church of England. Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	5·19	7·26	8·78	10·8	11·24	11·97	11·98	11·49	9·67	6·78	3·12	1·72	47·04	22·97	13·13	8·46	5·2	3·2
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	6·53	6·71	8·05	11·9	14·2	12·21	11·92	10·84	8·26	5·24	2·99	1·15	45·3	23·6	13·72	8·81	5·02	3·55
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	5·87	6·77	8·92	11·56	13·27	12·5	11·83	10·47	7·4	5·63	3·16	2·62	49·11	21·64	13·24	7·86	4·39	3·76
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	5·33	6·41	7·62	10·24	11·3	12·5	12·55	11·83	9·11	7·3	3·72	2·09	43·96	22·01	14·55	8·91	5·77	4·8
Bedford, Cambridge, Huntingdon, Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	4·39	6·14	9·16	11·36	12·24	13·15	12·51	10·94	8·84	6·06	3·56	1·65	46·11	21·73	13·24	8·68	5·91	4·33
Durham; *and part of the Counties of* Northumberland and York	5·35	6·73	8·73	11·23	12·51	11·56	11·86	11·06	9·5	6·92	3·	1·55	47·48	22·07	14·41	8·22	4·47	3·35
Roman Catholic Schools. Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	9·85	9·98	10·74	12·96	12·09	9·94	9·48	8·59	6·51	5·	2·76	2·1	41·77	24·66	15·03	9·17	5·33	4·04
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	9·1	10·93	11·44	12·19	11·52	10·4	9·74	8·9	6·65	4·69	2·86	1·58	42·94	23·42	16·11	9·01	5·35	3·17
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	6·73	10·32	11·51	12·82	11·91	12·46	10·39	8·92	6·21	4·49	2·56	1·68	44·37	24·15	14·05	9·54	4·54	3·35
Schools connected with *Estab. Church of Scotland.* Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	2·27	5·7	9·25	11·63	12·04	12·15	11·52	10·95	8·47	7·13	4·66	4·23	33·16	22·84	18·17	11·65	7·57	6·61
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	·57	3·21	7·56	12·51	14·62	13·62	13·03	12·14	8·99	6·49	4·23	3·03	40·35	23·24	15·11	9·76	6·21	5·33
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	1·82	5·05	8·55	11·28	12·3	12·3	11·56	10·95	8·8	7·14	5·05	5·2	32·02	21·	16·82	13·12	8·72	8·32
Episcopal Schools in Scotland	4·83	8·09	12·62	12·9	13·72	11·3	9·65	8·77	6·88	5·37	2·97	2·9	43·65	24·18	16·52	9·42	4·2	2·63
Mean per-centage	6·15	7·36	9·35	11·76	12·72	12·26	11·45	10·28	7·8	5·71	3·16	2·	42·89	22·42	14·91	9·47	5·68	4·63

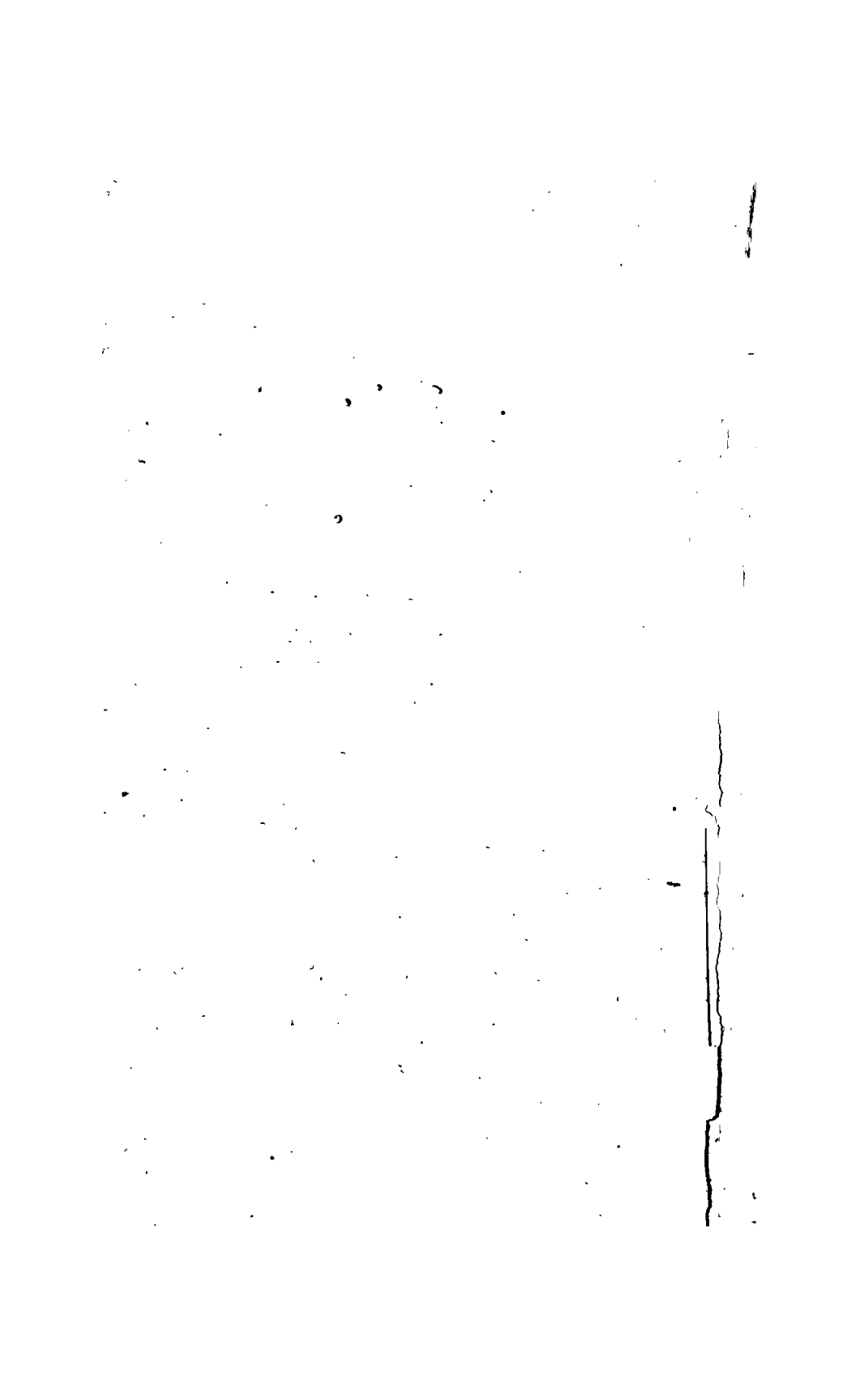
SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.

(*continued.*)

DISTRICTS.	Number of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in those institutions in which separate Teachers are employed.					Number of Children present at Examination.			Number of Children in Average Attendance.			For whom accommodation is provided, at 8 square feet of superficial area per child.	Number of Certificated Teachers.	Number of Pupil-teachers.
		Boys.	Girls.	Infants.	Mixed.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
In Counties of—															
Church of England Schools. Middlesex	6	3	5	2	—	10	465	516	981	412	570	982	948	—	—
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	63	6	9	14	45	74	1,781	1,940	3,721	1,164	1,173	2,337	4,197	—	—
York	158	26	19	22	118	185	4,558	3,382	7,940	3,315	2,606	5,921	10,764	—	—
Cornwall, Devon, Dorset, and Somerset	55	9	9	7	42	67	1,851	1,552	3,403	1,653	1,380	3,033	4,527	—	—
Essex, Norfolk, and Suffolk	61	5	6	7	51	69	1,983	2,075	4,058	1,181	1,048	2,229	3,814	—	—
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	214	34	25	17	160	236	6,714	5,574	12,288	5,946	4,824	10,770	17,761	—	—
Kent, Surrey, Sussex, and Channel Islands	20	11	10	3	8	32	1,053	798	1,851	1,053	798	1,851	2,555	—	—
Lancaster, and Isle of Man	21	5	4	4	15	28	1,159	905	2,064	1,172	840	2,012	3,153	—	—
Chester, Salop, and Stafford	56	21	19	9	22	71	2,405	1,816	4,221	1,499	1,136	2,635	4,354	—	—
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	9	2	1	1	7	11	289	273	562	309	253	562	813	—	—
Berks, Hants, and Wilts	29	7	7	3	19	36	888	960	1,848	853	901	1,754	2,416	—	—
Cumberland, Durham, Northumberland, and Westmoreland	41	10	9	—	31	50	1,699	1,746	3,445	1,656	1,330	2,986	4,545	—	—
Wales	46	4	2	1	42	49	1,706	1,229	2,935	950	786	1,736	2,929	—	—
British, Wesleyan, and other Protestant Schools *not* connected with Church of England. Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	1	—	—	—	1	1	35	32	67	33	27	60	132	—	—
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	17	5	2	—	11	18	827	507	1,334	831	518	1,349	1,990	—	—
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	2	1	—	—	1	2	102	—	102	102	—	102	153	—	—
Bedford, Cambridge, Huntingdon, Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	5	1	1	—	3	5	197	66	263	197	69	266	338	—	—
Durham; *and part of the Counties of* Northumberland and York	6	—	—	—	6	6	248	120	368	262	128	390	539	—	—
Roman Catholic Schools. Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	24	11	14	2	10	37	923	1,188	2,111	—	—	—	2,637	—	—
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	22	4	5	1	14	24	690	731	1,421	676	728	1,404	2,203	—	—
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	5	1	3	1	2	7	105	174	279	—	—	—	609	—	—
Schools connected with *Estab. Church of Scotland.* Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	38	9	10	4	23	46	1,643	1,088	2,731	213	130	343	312	—	—
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	53	4	7	3	45	59	2,909	2,309	5,218	3,136	2,474	5.610	6,659	—	—
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	48	1	8	4	38	51	1,385	1,474	2,859	1,440	1,592	3,032	2,858	—	—
Episcopal Schools in Scotland	24	—	6	—	18	24	440	612	1,052	381	564	945	1,372	—	—
Total	1,029	180	181	105	732	1,198	36,055	31,067	67,122	28,434	23,875	52,309	82,578	—	—

PER-CENTAGE OF CHILDREN ON SCHOOL REGISTERS.

DISTRICTS.	Aged									Between ten and thirteen.	Between thirteen and fourteen.	Over fourteen.	Who have been in School — Years						
	Under four.	Between four and five.	Between five and six.	Between six and seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.				Less than one.	One.	Two.	Three.	Four.	Five, and over.
In Counties of—																			
Church of England Schools. Middlesex	8·75	7·73	11·81	13·52	14·32	9·66	9·09	8·86	6·48	6·26	2·05	1·47	63·95	14·74	9·72	6·11	3·6	1·88
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	12·2	10·82	12·	11·79	11·09	11·03	10·99	7·32	5·34	3·67	2·81	·94	36·06	21·94	15·93	12·9	5·54	7·63
York	6·81	8·91	9·95	12·42	12·14	10·74	10·77	9·91	8·14	6·08	2·6	1·53	34·34	27·72	15·54	11·61	6·4	4·39
Cornwall, Devon, Dorset, and Somerset	9·84	9·42	10·62	12·3	13·62	11·03	11·16	8·76	6·42	3·74	1·93	1·16	40·43	25·09	17·83	8·7	5·22	2·73
Essex, Norfolk, and Suffolk	4·15	7·38	10·39	13·27	13·68	12·97	11·93	9·86	6·88	5·39	2·96	1·14	33·55	21·74	19·63	11·46	7·15	6·47
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	6·34	8·33	11·78	13·72	13·18	11·87	10·26	9·03	6·48	4·76	2·81	1·44	37·34	23·73	18·03	10·93	5·99	3·98
Kent, Surrey, Sussex, and Channel Islands	16·97	13·94	19·39	13·94	9·09	9·09	9·7	2·43	2·42	1·21	1·82	—	—	—	—	—	—	—
Lancaster, and Isle of Man	4·84	7·7	7·53	13·8	9·68	13·26	17·02	9·86	8·24	5·02	2·33	1·25	45·55	26·09	16·36	5·17	2·48	4·35
Chester, Salop, and Stafford	8·96	9·28	10·17	12·97	12·39	13·2	10·87	8·47	5·94	4·35	2·16	1·24	40·57	22·73	13·88	11·19	5·47	6·16
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	14·66	14·33	10·75	14·01	8·47	9·77	8·14	6·84	4·23	3·26	2·61	2·93	41·79	58·21	—	—	—	—
Berks, Hants, and Wilts	16·97	15·54	12·07	10·94	11·14	8·28	6·75	8·59	4·81	3·17	1·74	—	32·54	18·25	21·94	17·11	5·4	4·76
Cumberland, Durham, Northumberland, and Westmoreland	1·43	3·02	9·76	16·54	13·41	12·49	12·27	10·55	7·64	5·7	3·77	3·42	35·79	23·27	18·25	11·93	6·32	4·44
Wales	7·26	8·38	8·94	13·07	11·91	13·24	9·8	8·86	8·16	5·15	3·56	1·67	34·61	20·44	22·01	14·56	4·47	3·91
British, Wesleyan, and other Protestant Schools *not* connected with Church of England. Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	1·07	2·15	8·6	7·53	9·68	13·98	5·38	16·13	20·43	2·9	2·15	—	12·9	25·81	15·05	16·13	12·9	17·21
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	·3	1·03	4·59	18·79	14·79	12·72	13·17	11·83	9·76	2·96	5·18	4·88	89·72	4·17	3·89	1·67	·55	—
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bedford, Cambridge, Huntingdon, Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham; *and part of the Counties of* Northumberland and York	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Schools. Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	4·79	13·7	14·38	6·85	15·07	10·95	10·28	11·64	7·53	2·06	2·06	·69	22·39	37·31	14·18	12·69	7·46	5·97
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Schools connected with *Estab. Church of Scotland.* Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	2·15	3·33	9·18	10·43	11·49	13·15	12·95	14·01	9·18	6·21	4·47	3·45	31·57	23·73	12·94	11·46	8·34	11·96
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	2·27	7·	9·89	13·34	14·47	12·29	10·72	9·7	7·6	5·08	3·74	3·9	38·48	29·01	14·03	7·24	5·97	5·27
Episcopal Schools in Scotland	3·61	8·28	12·69	11·1	10·22	11·01	10·31	8·72	8·46	4·5	4·67	6·43	41·63	22·62	19·34	9·28	4·53	2·6
Mean per-centage	7·02	8·41	10·76	12·65	12·09	11·61	10·61	9·55	7·59	4·81	2·92	1·98	39·62	24·81	14·92	10·01	5·43	5·21



(No. IX*a*.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to 1857, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·17	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
Mean per-centage	42·02	24·85	14·1	9·08	5·31	4·64

(No. IX*b*.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	Total Per-centage under Ten Years of Age.
1850*	–	–	–	–	–	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	–	–	–	–	–	14·94	14·09	12·78	9 36	7·19	1·12	3·35	63·25
1852*	–	–	–	–	–	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	–	–	–	–	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	–	–	–	–	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·08	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·05	9·91	7·7	5·26	3·04	1·99	72·1
Mean per-cent.	39·58					13·79	13·18	11·67	9·	6·13	3·7	2·65	66·53†

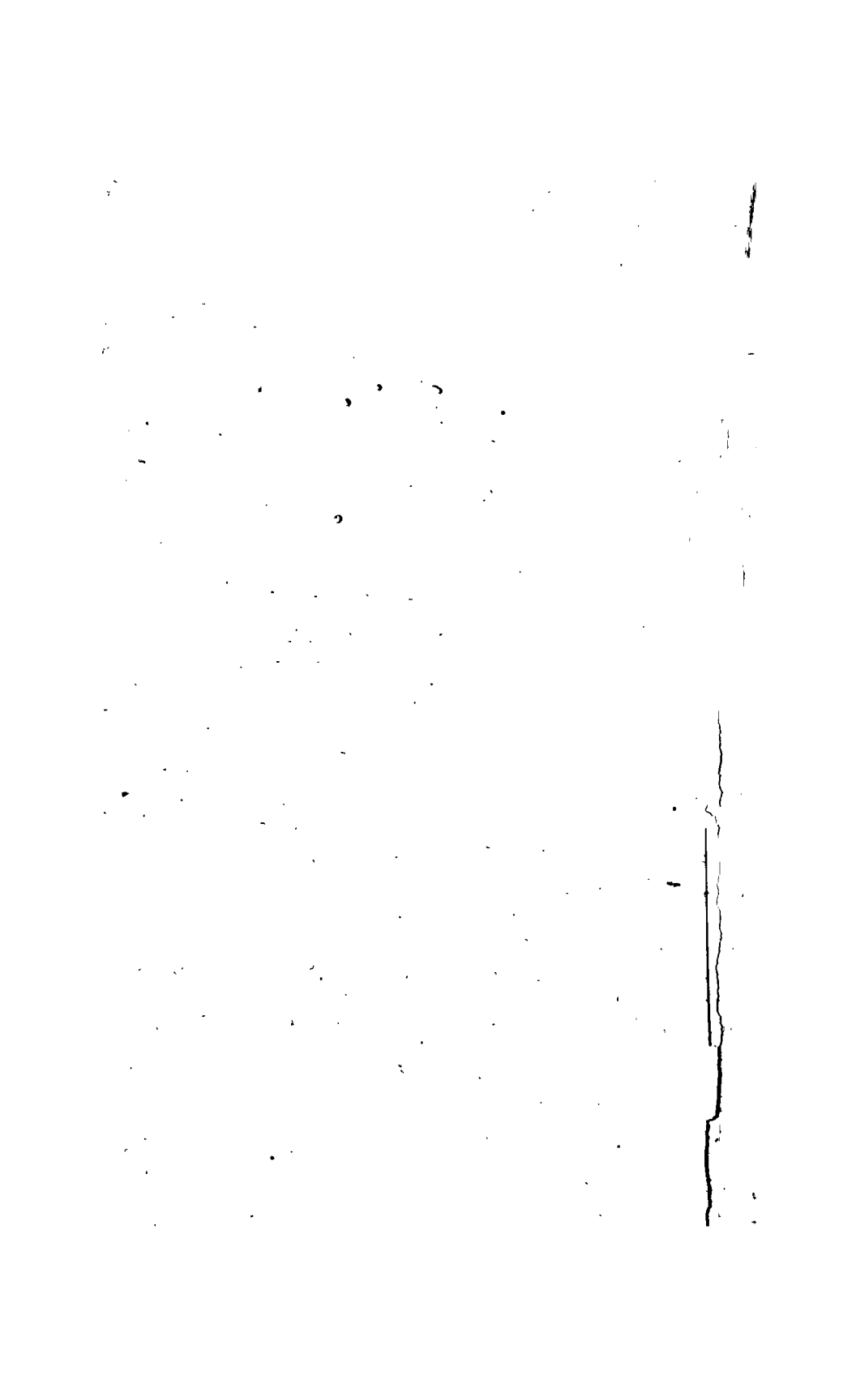
(No. IX*c*.)

In 1,332 School swhich have been inspected in each of the Seven consecutive Years 1850 to 1856, the TOTAL NUMBER of CHILDREN was:—

Year.	On the Books.	Above Ten Years of Age.	Per-centage of Children above Ten Years of Age.
1850	233,048	54,456	23·28
1851	255,144	58,971	23·11
1852	287,044	75,180	26·3
1853	303,462	85,176	28·7
1854	311,062	90,447	29·08
1855	316,491	93,125	29·43
1856	327,365	95,729	29·24

* The returns for these years *do not* distinguish the ages of children under eight years.

† The increasing per-centage is partly, perhaps principally, accounted for by the *greater number of infant schools* which have been established under inspection. Children are now sent to school at an earlier age than that at which they were sent in former times; and this raises the general per-centage of children under ten years of age, although *the average age up to which attendance is continued* may remain the same as before. The Table No. IX.*c*. shows the comparative annual numbers of children above ten years of age *in* 1,332 *schools which have been inspected continuously* from the year 1850.



(No. X.)

RESULTS OF INSPECTION—*continued.*

CHARACTER OF INSTRUCTION.

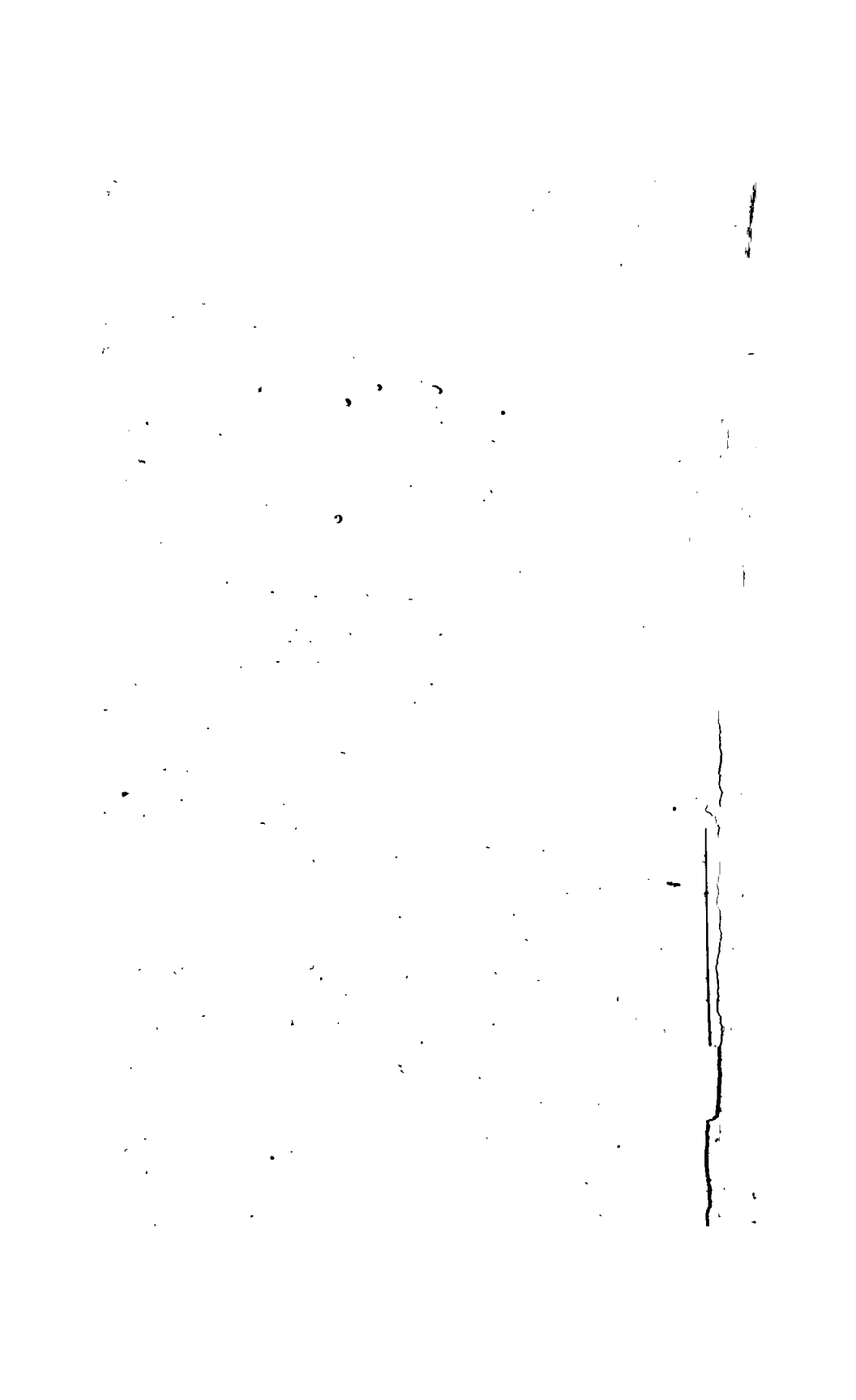
SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

	DISTRICTS.	Total Number of Schools* visited between 1 September 1856 and 31 August 1857.	Number of Schools in which Holy Scriptures				Number of Schools in which Catechism				Number of Schools in which Reading				Number of Schools in which Writing				Number of Schools in which Arithmetic				Number of Schools in which Geography				Number of Schools in which Grammar				Number of Schools in which History				Number of Schools in which Music from Notes				Number of Schools in which Drawing			
			Are the subject of a Report.	Are reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught		
				Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.
	IN COUNTIES OF—																																							
Church of England Schools.	Middlesex	242	209	189	20	–	202	185	17	–	219	164	54	1	217	162	52	3	210	157	47	6	201	152	46	3	192	133	54	5	93	73	19	1	32	27	5	–	26	25	–	1
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	328	319	271	39	9	317	240	58	19	323	209	95	19	319	246	62	11	319	134	96	89	282	200	66	16	237	146	59	32	139	71	35	13	26	23	3	1	29	23	6	–
	York	388	383	310	68	5	372	274	84	14	384	294	86	4	384	325	57	2	331	273	92	14	375	243	118	14	353	178	149	26	237	115	89	33	35	32	3	–	32	25	7	–
	Cornwall, Devon, Dorset, and Somerset	364	351	265	62	24	349	268	63	18	350	271	68	11	346	295	40	11	349	169	85	95	324	233	76	22	273	150	98	23	139	103	19	11	33	31	1	1	23	20	3	–
	Essex, Norfolk, and Suffolk	205	151	142	7	2	151	142	7	2	167	91	76	–	166	90	74	2	171	103	65	3	130	79	48	3	108	70	36	2	93	60	33	3	5	5	–	–	1	1	–	–
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	262	244	220	23	1	238	219	18	1	243	208	33	2	241	214	27	–	242	183	55	4	236	201	32	3	179	112	66	1	78	73	5	–	15	15	–	–	13	12	1	–
	Kent, Surrey, Sussex, and Channel Islands	390	276	259	15	2	134	121	11	2	271	202	67	2	271	230	39	2	276	217	56	3	254	188	62	4	234	166	64	4	30	22	1	–	3	3	–	–	8	8	–	–
	Lancaster and Isle of Man	334	223	186	37	–	221	184	37	–	288	204	84	–	239	213	26	–	243	174	67	2	229	155	74	–	222	82	96	44	131	57	65	9	2	2	–	–	11	10	1	–
	Chester, Salop, and Stafford	369	338	283	44	11	318	262	46	10	319	237	75	7	285	225	50	10	321	217	90	14	149	126	20	3	134	107	23	4	52	43	8	1	28	27	–	1	13	12	1	–
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	147	140	140	–	–	140	140	–	–	141	139	2	–	141	140	1	–	140	135	5	–	115	108	7	–	103	98	5	–	17	14	3	–	3	3	–	–	2	2	–	–
	Berks, Hants, and Wilts	260	235	223	11	1	240	229	9	2	246	235	10	1	239	226	18	1	238	212	24	2	222	209	13	–	195	183	12	–	47	41	4	2	27	26	1	–	3	2	1	–
	Cumberland, Durham, Northumberland, and Westmoreland	162	79	63	16	–	76	62	14	–	82	66	16	–	81	73	8	–	82	66	16	–	73	53	20	–	63	43	23	–	40	31	9	–	4	4	–	–	2	2	–	–
	Wales	179	178	137	41	–	172	142	29	1	179	150	29	–	173	149	24	–	157	134	23	–	150	124	26	–	147	108	37	2	44	34	10	–	22	18	4	–	6	5	1	–
British, Wesleyan, and other Protestant Schools not connected with Church of England.	Chester, Lancaster, Anglesey, Caernarvon, Denbigh and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	166	–	–	–	–	–	–	–	–	165	161	4	–	164	156	8	–	163	152	11	–	163	141	22	–	161	116	45	–	89	81	8	–	39	28	2	–	48	46	2	–
	Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hereford, Kent, Leicester, Middlesex, Stafford, and Warwick	122	–	–	–	–	–	–	–	–	120	118	2	–	120	117	3	–	120	110	9	1	120	108	8	4	116	99	21	5	111	93	11	2	–	–	–	–	6	4	2	–
	Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	140	–	–	–	–	–	–	–	–	138	123	15	–	138	128	10	–	138	114	23	1	137	114	23	–	135	108	26	1	128	112	15	1	13	13	–	–	37	35	2	–
	Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	142	–	–	–	–	–	–	–	–	142	115	27	–	141	118	23	–	141	106	35	–	141	128	13	–	140	53	85	2	58	53	5	–	5	5	–	–	4	4	–	–
	Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	104	–	–	–	–	–	–	–	–	102	102	–	–	101	101	–	–	102	99	3	–	100	97	3	–	97	92	5	–	80	77	3	–	–	–	–	–	3	3	–	–
	Durham; *and part of the Counties of* Northumberland and York	74	–	–	–	–	–	–	–	–	73	70	3	–	72	69	3	–	73	70	3	–	68	63	5	–	65	48	16	1	52	30	22	–	1	1	–	–	2	2	–	–
Roman Catholic Schools.	Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	113	–	–	–	–	–	–	–	–	84	82	2	–	84	84	–	–	84	83	1	–	84	63	21	–	84	74	10	–	77	49	27	1	20	19	1	–	4	4	–	–
	Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	138	–	–	–	–	–	–	–	–	112	94	18	–	113	100	12	1	112	92	19	1	110	83	27	–	102	68	39	2	71	56	13	2	27	22	–	–	9	9	–	–
	Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	57	–	–	–	–	–	–	–	–	51	51	–	–	50	49	1	–	51	51	–	–	50	50	–	–	51	51	–	–	28	23	–	–	6	6	–	–	–	–	–	–
Schools connected with *Established Church of Scotland.*	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	301	283	280	3	–	277	274	3	–	279	270	9	–	276	273	3	–	277	253	24	–	269	260	9	–	264	231	33	–	43	43	–	–	22	22	–	–	18	18	–	–
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	150	148	141	7	–	145	128	17	–	149	146	3	–	147	140	7	–	147	139	8	–	142	139	3	–	129	92	37	–	12	11	1	–	4	4	–	–	12	12	–	–
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		321	165	165	–	–	164	164	–	–	302	302	–	–	290	289	1	–	290	287	3	–	303	298	4	1	290	281	7	2	141	132	7	2	7	7	–	–	6	6	–	–
Episcopal Schools in Scotland		82	81	75	6	–	79	73	6	–	80	65	15	–	80	73	7	–	80	76	4	–	79	77	1	1	76	66	9	1	24	23	1	–	17	12	5	–	4	4	–	–
	TOTAL	5,540	3,803	3,349	399	55	3,595	3,107	419	69	4,959	4,169	743	47	4,878	4,279	556	43	4,907	3,808	864	235	4,516	3,695	747	74	4,162	2,946	1,057	159	2,035	1,510	413	82	398	351	32	5	325	236	27	2

SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.

	(*continued.*) IN COUNTIES OF—																																							
Church of England Schools.	Middlesex	8	8	5	3	–	8	5	3	–	8	7	1	–	8	3	5	7	2	4	1	3	–	3	–	2	–	2	–	–	–	–	–	1	–	–	–	1	–	–	–
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	60	52	20	20	12	52	21	17	14	52	19	20	13	51	28	20	3	51	6	14	31	28	8	9	11	18	6	6	6	6	1	3	3	1	1	–	1	1	–	–
	York	163	142	76	46	20	137	74	43	20	144	88	53	3	142	100	39	3	137	69	43	25	110	36	53	21	79	24	32	23	36	7	20	9	3	3	–	–	3	2	–	–
	Cornwall, Devon, Dorset, and Somerset	60	59	28	17	14	59	28	19	12	59	43	13	3	49	41	7	1	57	16	13	28	31	18	7	6	11	5	1	5	9	4	4	1	3	3	–	–	–	–	–	–
	Essex, Norfolk, and Suffolk	62	40	33	6	1	40	33	6	1	51	20	30	1	50	19	28	3	42	15	30	4	30	9	20	1	13	3	8	–	11	5	5	1	–	–	–	–	–	–	–	–
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	219	194	117	63	14	186	131	51	4	199	134	60	5	195	151	43	1	192	80	86	26	133	80	47	6	76	33	39	4	35	23	12	–	9	8	1	–	4	3	1	–
	Kent, Surrey, Sussex, and Channel Islands	29	1	–	1	–	1	1	–	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Lancaster, and Isle of Man	24	4	2	2	–	4	2	2	–	4	3	1	–	4	2	2	–	4	2	2	–	4	2	2	–	4	2	2	–	1	1	–	–	–	–	–	–	–	–	–	–
	Chester, Salop, and Stafford	62	50	31	12	7	41	20	12	9	45	24	16	5	44	32	10	2	48	25	12	11	15	9	4	2	12	8	2	2	7	3	3	1	1	1	–	–	1	1	–	–
	Bedford, Buckingham, Cambridge, Hereford, and Huntingdon	10	7	2	5	–	7	2	5	–	7	6	1	–	7	6	1	–	7	2	4	1	2	1	1	–	2	1	1	–	2	–	–	2	–	–	–	1	–	–	–
	Berks, Hants, and Wilts	33	29	28	1	–	31	30	1	–	33	28	6	–	31	27	4	–	30	24	6	–	19	16	3	–	11	11	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Cumberland, Durham, Northumberland, and Westmoreland	50	8	5	3	–	7	4	3	–	9	9	–	–	9	8	1	–	10	7	3	–	8	4	4	–	7	2	5	–	5	1	4	–	1	1	–	–	–	–	–	–
	Wales	48	47	9	31	7	47	12	31	4	47	10	36	1	47	9	34	4	47	9	34	4	40	4	23	13	25	5	15	5	5	1	2	2	4	2	2	–	–	–	–	–
British, Wesleyan, and other Protestant Schools not connected with Church of England.	Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	1	–	–	–	–	–	–	–	–	1	1	–	–	1	–	1	–	1	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Berks, and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	18	–	–	–	–	–	–	–	–	15	13	2	–	15	14	1	–	14	11	3	–	15	10	5	–	14	9	5	–	9	6	3	–	4	3	1	–	2	2	–	–
	Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	2	–	–	–	–	–	–	–	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	5	–	–	–	–	–	–	–	–	5	5	–	–	5	5	–	–	5	5	–	–	5	5	–	–	5	5	–	–	5	5	–	–	1	1	–	–	–	–	–	–
	Durham; *and part of the Counties of* Northumberland and York	6	–	–	–	–	–	–	–	–	3	4	1	–	5	5	–	–	5	5	–	–	4	3	1	–	4	3	1	–	3	1	2	–	–	–	–	–	–	–	–	–
Roman Catholic Schools.	Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	35	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	23	–	–	–	–	–	–	–	–	6	1	5	–	5	4	1	–	6	2	4	–	4	2	2	–	3	–	2	1	–	–	–	–	1	1	–	–	–	–	–	–
	Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Schools connected with *Established Church of Scotland.*	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	42	14	12	2	–	14	13	1	–	18	16	2	–	15	14	1	–	15	13	2	–	15	13	2	–	14	12	2	–	7	5	2	–	1	1	–	–	–	–	–	–
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	56	48	40	8	–	47	32	15	–	50	43	7	–	40	39	10	–	41	29	12	–	18	13	5	–	26	20	6	–	–	–	–	–	–	–	–	–	2	2	–	–
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		47	40	40	–	–	40	40	–	–	41	40	1	–	41	41	–	–	41	40	1	–	36	34	2	–	36	31	3	2	14	8	6	–	–	–	–	–	–	–	–	–
Episcopal Schools in Scotland		24	24	20	4	–	23	20	3	–	24	17	7	–	24	20	4	–	23	20	3	–	23	20	3	–	19	16	3	–	3	2	1	–	2	1	1	–	–	–	–	–
	TOTAL	1,093	767	468	224	75	744	468	212	64	825	531	263	31	799	568	214	17	792	383	278	131	545	287	198	60	382	199	135	48	158	73	67	18	33	27	5	1	13	10	3	–

* Boys', Girls', and Mixed Schools *only*—*not* Infants.



(No. XI.)

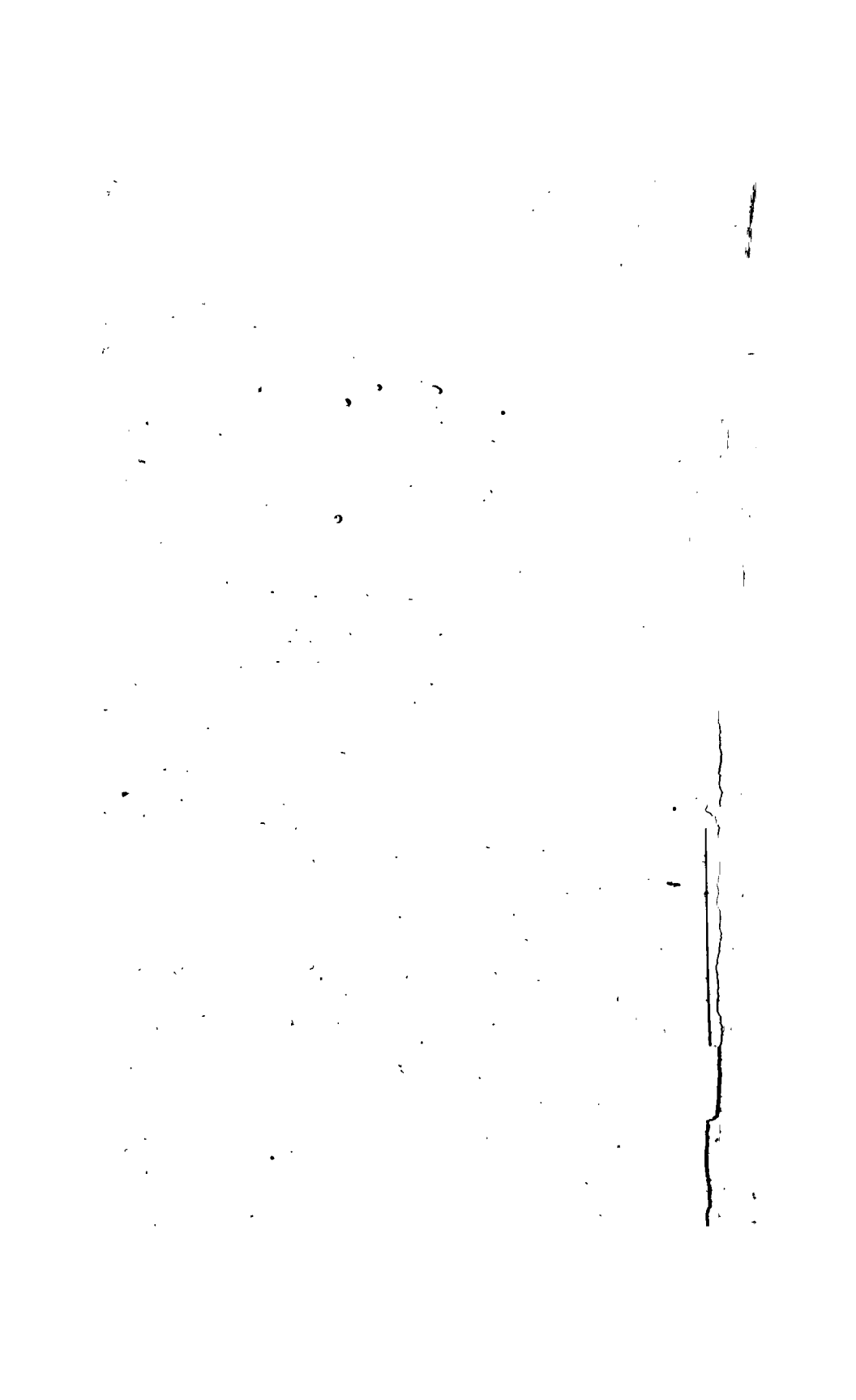
RESULTS OF INSPECTION—*continued*,

SCHOOL APPLIANCES, DISCIPLINE, &c.

DISTRICTS.	Total Number of Schools* visited.	SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS. Number of Schools in which																				
		Premises are reported to be			Furniture is reported to be			Books are reported to be			Registers are reported to be kept			Apparatus is reported to be			Discipline is reported to be			Fitness for Training Apprentices is reported to be		
		Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
In Counties of—																						
Church of England Schools. — Middlesex	325	258	43	8	302	17	3	265	48	5	235	11	1	256	59	—	276	40	1	254	9	4
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	401	373	13	8	361	22	5	318	39	34	274	45	7	323	53	16	327	47	19	268	20	3
York	455	400	48	2	426	23	—	402	39	6	380	7	1	399	43	5	415	31	3	372	16	3
Cornwall, Devon, Dorset, and Somerset	406	364	26	10	378	18	—	328	54	17	317	29	11	355	38	5	326	52	19	247	17	19
Essex, Norfolk, and Suffolk	241	194	38	—	181	49	—	174	56	2	174	13	2	136	96	—	173	59	—	132	10	—
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	315	293	14	3	298	4	1	246	42	21	232	6	8	262	26	20	281	22	1	233	8	4
Kent, Surrey, Sussex, and Channel Islands	464	410	33	5	412	25	4	368	53	23	356	17	8	354	81	9	417	24	5	291	14	1
Lancaster and Isle of Man	429	385	20	3	400	8	—	343	53	4	270	8	2	75	32	1	388	15	2	361	10	1
Chester, Salop, and Stafford	464	388	39	17	403	20	4	325	97	19	307	23	9	348	82	7	376	50	10	263	17	—
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	173	169	2	—	164	7	—	164	7	—	145	15	—	160	8	—	165	3	1	143	—	—
Berks, Hants, and Wilts	309	292	11	1	293	10	—	267	26	10	239	6	—	282	17	3	285	16	—	133	4	2
Cumberland, Durham, Northumberland, and Westmoreland	182	154	9	2	157	6	2	155	8	—	138	9	1	157	7	1	154	11	—	125	6	1
Wales	199	171	23	4	182	15	2	166	25	7	161	9	11	165	31	3	177	22	1	147	9	7
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England. — Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	201	196	3	1	192	7	—	190	9	—	192	4	2	189	9	1	195	3	—	179	3	—
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	150	140	5	—	141	4	—	125	14	4	136	3	—	135	3	—	137	8	—	126	1	1
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	162	147	11	—	148	10	—	134	22	—	144	5	3	135	18	—	158	—	—	140	—	—
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	151	141	8	—	144	5	—	131	13	5	130	14	4	130	19	—	118	31	—	131	14	2
Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	119	115	3	—	114	2	2	95	19	4	114	2	1	111	6	1	113	3	1	100	—	—
Durham; *and part of the Counties of* Northumberland and York	88	85	2	1	77	7	4	68	14	6	79	4	—	69	17	2	78	10	—	81	6	—
Roman Catholic Schools. — Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	137	99	9	1	100	9	—	93	15	—	96	3	1	97	9	2	107	—	—	97	4	—
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	173	119	21	6	124	19	2	115	27	2	120	14	2	119	26	—	133	10	—	97	9	2
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	69	56	12	—	59	3	—	60	2	—	55	2	—	58	4	—	62	—	—	57	—	—
Schools connected with *Established Church of Scotland.* — Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	321	278	16	5	292	6	—	257	30	1	273	3	2	277	21	—	296	5	—	223	—	—
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	56	137	18	—	145	11	—	140	16	—	130	21	2	141	14	—	154	2	—	122	2	—
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	349	322	13	2	330	3	—	322	5	3	287	1	11	316	13	5	337	1	—	277	—	—
Episcopal Schools in Scotland	88	82	1	1	81	1	2	82	1	1	79	—	—	80	2	2	81	1	2	80	—	3
Total	6,527	5,762	441	80	5,904	311	31	5,333	734	174	5,063	274	89	5,129	734	83	5,729	466	65	4,679	180	53

(*continued.*)		SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY.*																				
In Counties of—																						
Church of England Schools. — Middlesex	10	2	8	—	6	3	1	—	6	4	2	6	—	3	6	1	2	8	—	3	3	—
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	74	53	7	7	38	19	4	39	16	14	30	14	6	36	21	10	34	21	11	—	—	1
York	185	132	33	3	139	26	1	96	51	19	103	20	3	96	45	22	103	53	7	25	4	4
Cornwall, Devon, Dorset, and Somerset	67	57	5	3	47	11	6	30	18	7	37	12	4	30	16	16	45	11	7	2	—	3
Essex, Norfolk, and Suffolk	69	46	20	2	29	36	3	27	36	5	35	6	6	18	46	4	25	41	1	30	7	—
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	236	200	22	14	203	25	5	110	46	77	148	26	12	113	56	64	179	37	7	35	12	8
Kent, Surrey, Sussex, and Channel Islands	32	10	3	—	12	1	—	9	3	1	8	1	2	9	4	—	9	2	2	—	—	—
Lancaster and Isle of Man	28	7	1	—	8	—	—	7	—	—	5	1	1	7	1	—	7	1	—	5	1	—
Chester, Salop, and Stafford	71	59	8	1	52	7	—	24	28	9	40	3	6	41	15	—	37	18	4	1	1	—
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	11	7	2	1	5	5	—	7	3	—	3	5	—	2	7	1	8	2	—	—	—	—
Berks, Hants, and Wilts	36	34	2	—	28	7	—	29	4	2	29	1	—	25	9	—	32	2	1	1	—	—
Cumberland, Durham, Northumberland, and Westmoreland	50	16	3	—	16	3	—	15	4	—	6	11	1	11	8	—	15	4	—	1	—	—
Wales	49	30	13	6	21	21	7	18	12	19	12	18	12	15	23	11	17	20	11	9	4	2
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England. — Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	1	1	—	—	—	1	—	—	1	—	—	1	—	—	1	—	—	1	—	—	1	—
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	18	15	2	—	17	—	—	13	4	—	8	7	1	14	2	1	17	—	—	3	—	1
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	2	—	1	—	—	—	1	—	—	1	—	—	—	1	—	—	1	—	—	—	1	—
Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	5	5	—	—	5	—	—	5	—	—	4	1	—	5	—	—	5	—	—	1	—	—
Durham; *and part of the Counties of* Northumberland and York	6	4	1	—	4	1	—	3	1	1	4	1	—	4	—	1	4	1	—	5	—	—
Roman Catholic Schools. — Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	37	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	24	3	1	2	2	3	1	3	2	1	2	1	1	3	2	1	5	1	—	—	1	—
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Schools connected with *Established Church of Scotland.* — Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	46	26	3	1	26	2	—	15	10	—	12	—	2	20	7	—	23	2	—	1	—	—
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	59	38	16	—	40	10	3	41	12	2	20	15	14	30	20	4	45	10	—	2	—	—
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	51	42	4	1	48	—	—	38	3	4	29	—	3	32	3	6	46	—	—	1	—	—
Episcopal Schools in Scotland	24	20	3	1	21	2	1	21	2	1	22	1	—	22	2	—	24	—	—	12	—	—
Total	1,198	807	158	42	768	183	32	551	262	166	560	151	74	537	294	142	683	235	51	138	34	19

* Separate departments under separate teachers.



(No. XII.)

RESULTS OF INSPECTION—*continued.*

AGGREGATE ANNUAL INCOME and EXPENDITURE (*as returned by Managers*) of an ascertained Number of SCHOOLS enumerated in foregoing Table No. IX.,* *exclusive* of aid from Parliamentary Grants

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

	DISTRICTS.	Income. From Endowment.	Income. From Voluntary Contributions.	Income. From School Pence.	Income. From other Sources.	Income. Total.	Average Income† per Scholar in Attendance.	Expenditure. Salaries.	Expenditure. Books and Apparatus.	Expenditure. Miscellaneous.	Expenditure. Total.	Average Expenditure† per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Children in average Attendance in those Schools.
	IN COUNTIES OF—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Church of England Schools.	Middlesex	2,817 4 1	19,491 15 3	12,367 7 10	6,930 10 0	41,626 17 2	1 3 9½	22,493 0 3	3,375 7 3	16,343 4 0	42,211 11 6	1 4 1½	133	35,024
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	2,327 7 0	12,586 17 3	8,960 14 7	3,281 9 7	27,106 8 5	0 18 11½	19,944 14 7	2,213 10 2	6,524 8 6	28,682 13 3	1 0 0¾	239	28,568
	York	1,405 10 2	11,170 7 3	15,503 10 6	2,961 12 3	31,041 0 2	0 15 8½	25,187 9 10	2,206 18 5	5,844 13 9	33,239 2 0	0 16 9½	309	39,577
	Cornwall, Devon, Dorset, and Somerset	1,835 18 9	11,247 2 4	6,664 10 9	2,803 2 9	22,550 14 7	0 16 6½	17,550 15 0	1,799 7 10	4,988 9 11	24,338 12 9	0 17 10	261	27,274
	Essex, Norfolk, and Suffolk	1,405 7 5	6,464 15 9	4,571 12 2	2,038 6 2	14,480 1 6	0 17 7	11,233 15 6	1,081 9 0	3,628 11 6	15,943 16 0	0 19 4½	140	16,466
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	1,057 8 2	9,157 9 1	7,818 0 1	2,552 18 5	20,585 15 9	0 18 10½	16,314 13 4	1,497 13 7	3,654 5 11	21,466 12 10	0 19 9	193	21,836
	Kent, Surrey, Sussex, and Channel Islands	3,182 0 2	18,585 13 5	10,532 8 11	4,997 14 1	37,297 16 7	1 0 3½	23,860 10 6	2,767 11 3	11,507 2 3	38,135 4 0	1 0 9	243	36,755
	Lancaster, and Isle of Man	1,277 5 0	13,821 5 1	16,793 11 1	2,576 6 10	34,468 8 0	0 15 11½	24,644 5 2	2,715 9 9	8,014 2 9	35,373 17 8	0 16 4½	226	43,176
	Chester, Salop, and Stafford	2,076 5 11	10,777 17 4	11,740 7 9	3,351 1 6	27,945 12 6	0 17 9	21,900 10 2	2,106 3 7	5,943 15 4	29,950 9 1	0 18 11½	234	31,541
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	1,812 14 9	4,936 13 2	3,430 5 5	1,736 2 3	11,915 15 7	1 0 4	8,815 16 9	832 5 8	2,788 12 6	12,456 14 11	1 1 3	105	11,720
	Berks, Hants, and Wilts	1,247 16 10	9,050 13 1	5,362 10 10	2,187 4 11	17,848 5 8	0 17 4	14,079 17 4	1,317 0 7	3,944 12 0	19,341 9 11	0 18 9½	184	20,595
	Cumberland, Durham, Northumberland, and Westmoreland	941 16 5	4,638 16 5	5,323 8 8	1,280 7 0	12,184 8 6	0 16 10½	9,638 14 6	942 2 4	2,148 3 3	12,729 0 1	0 17 7½	119	14,436
	Wales	942 0 11	4,671 13 3	3,922 18 3	1,975 19 3	11,512 11 8	0 17 3	9,116 5 2	722 17 0	1,994 12 10	11,833 15 0	0 17 8½	124	13,335
British, Wesleyan, and other Protestant Schools *not* connected with Church of England.	Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint, *and part of the Counties of* Derby, Stafford, Westmoreland, York and Merioneth	314 14 3	6,569 10 1	13,155 0 5	1,563 6 10	21,602 11 7	0 16 7	15,695 0 10	1,722 4 4	5,181 5 0	22,598 10 2	0 17 4	139	26,004
	Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	523 18 0	5,784 4 3	7,548 5 7	2,924 7 4	16,780 15 2	0 19 0½	11,532 6 6	1,293 18 4	4,518 3 6	17,344 8 4	0 19 8	88	17,630
	Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	262 12 3	6,385 1 1	5,910 16 2	1,611 18 8	14,170 8 2	0 15 11¼	10,380 19 0	1,311 7 0	3,115 9 8	14,807 15 8	0 16 8	104	17,766
	Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	542 19 3	4,442 2 5	7,030 19 5	1,241 10 3	13,257 11 4	0 17 1	10,352 9 2	1,132 15 5	2,516 7 6	14,001 12 1	0 18 0½	111	15,507
	Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	207 14 9	3,709 1 2	4,816 13 7	948 18 0	9,682 7 6	0 17 7½	7,131 11 6	649 14 5	2,494 8 0	10,275 13 11	0 18 8½	85	10,980
	Durham; *and part of the Counties of* Northumberland and York	60 9 4	2,479 13 7	4,614 16 11	825 12 8	7,980 12 6	0 17 0½	5,790 15 1	693 8 5	1,899 10 9	8,383 14 3	0 17 10¾	72	9,363
Roman Catholic Schools.	Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	497 10 0	4,159 12 10	1,409 19 11	934 7 10	7,001 10 7	0 14 8	4,831 9 0	501 17 1	2,249 18 10	7,583 4 11	0 15 10¾	70	9,540
	Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	199 16 8	2,906 15 3	3,077 5 4	796 8 0	6,980 5 3	0 9 7¾	5,350 14 4	722 6 11	1,594 11 3	7,667 12 6	0 10 7¼	76	14,458
	Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	133 13 7	1,375 6 5	1,231 18 11	359 8 7	3,100 7 6	0 9 1½	2,575 0 8	278 7 11	860 7 11	3,713 16 6	0 10 11¼	35	6,783
Schools connected with *Established Church of Scotland.*	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	5,275 11 8	4,769 17 8	10,059 14 7	1,738 11 10	21,843 15 9	0 17 9	17,807 11 8	735 12 9	4,252 17 5	22,796 1 10	0 18 6¼	237	24,598
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	1,852 1 6	4,167 17 8	8,565 10 1	964 6 2	15,529 15 5	0 17 1½	12,856 10 4	578 18 1	1,811 9 1	15,246 17 6	0 16 9½	144	18,152
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		238 12 6	6,161 1 9	14,859 13 3	2,414 17 9	23,674 5 3	0 15 4¼	20,666 19 1	461 19 4	3,107 8 1	24,236 6 6	0 15 7¾	274	30,949
Episcopal Schools in Scotland		88 1 2	1,843 13 9	1,326 1 10	880 5 11	4,138 2 8	0 13 7½	3,378 4 5	241 12 8	922 18 11	4,542 16 0	0 14 11½	61	6,074
	TOTAL £	32,506 10 6	191,304 16 7	196,598 2 10	55,896 14 10	476,306 4 9	0 16 10	353,129 19 8	33,921 19 1	111,849 10 5	498,901 9 2	0 17 8¾	4,006	548,107

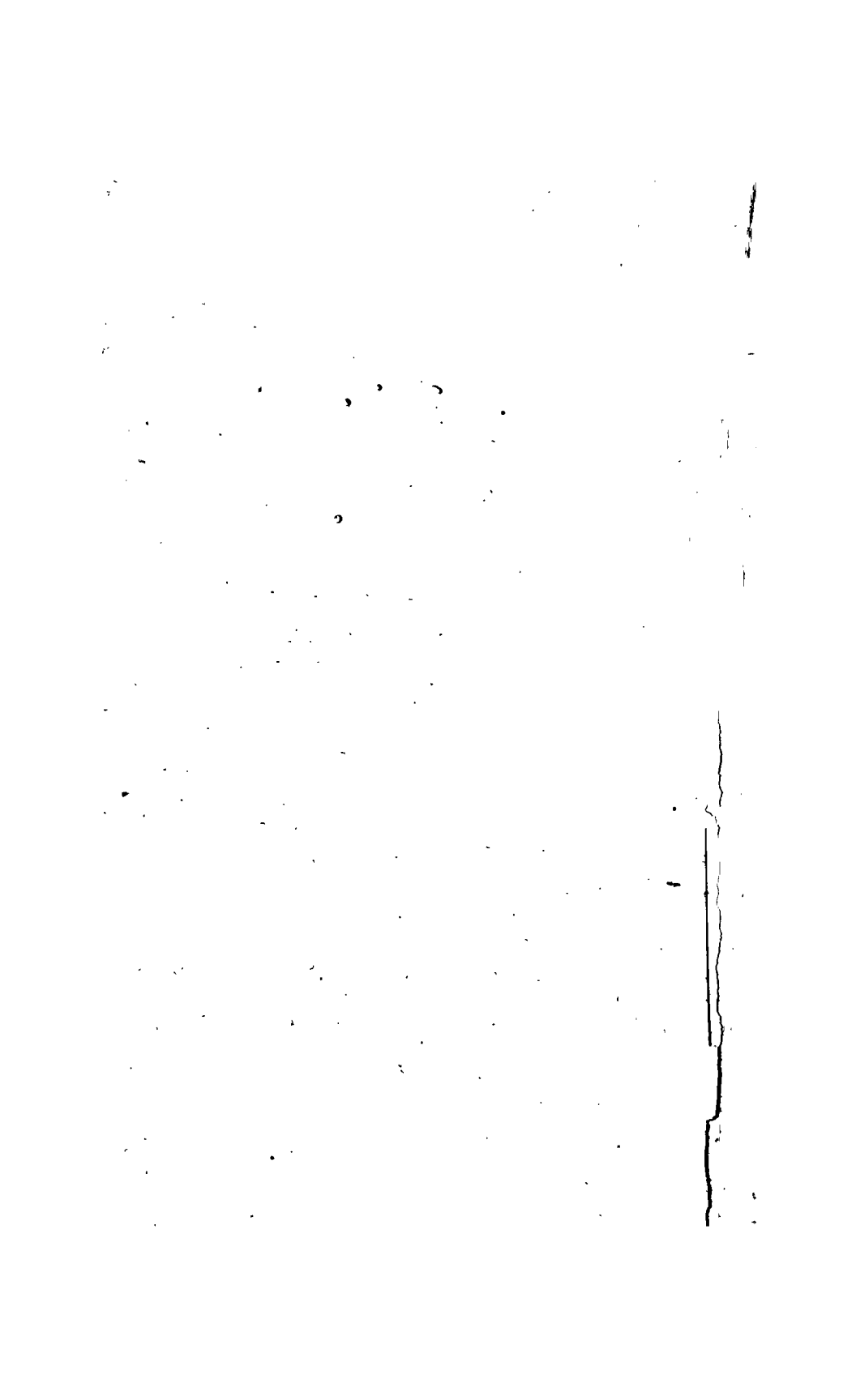
SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY.*

(*continued.*)

	IN COUNTIES OF—													
Church of England Schools.	Middlesex	255 8 8	478 18 2	36 7 5	30 0 0	800 14 3	1 2 4½	481 6 0	32 7 7	378 3 5	891 17 0	1 4 10¾	4	716
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	157 15 1	884 3 4	410 6 9	180 13 8	1,632 18 10	0 15 11½	1,385 12 10	96 11 7	287 9 5	1,769 4 10	0 17 3	31	2,049
	York	397 2 7	1,306 12 8	1,873 12 2	342 9 10	3,919 17 3	0 17 9¾	3,509 0 5	124 9 8	420 5 4	4,053 15 5	0 18 5	70	4,400
	Cornwall, Devon, Dorset, and Somerset	123 3 5	882 10 3	493 12 5	174 13 4	1,673 19 5	0 14 0¾	1,418 3 9	64 4 6	264 11 8	1,746 19 11	0 14 8	39	2,384
	Essex, Norfolk, and Suffolk	1,014 5 4	1,182 3 10	520 9 6	369 11 10	3,086 10 6	1 5 0	1,976 2 10	112 16 4	1,186 17 3	3,275 16 5	1 6 6¼	40	2,469
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	1,268 15 2	3,623 7 0	2,517 4 1	1,067 17 2	8,477 3 5	0 19 10½	7,224 10 6	311 13 11	1,180 9 1	8,716 13 6	1 0 5¼	153	8,526
	Kent, Surrey, Sussex, and Channel Islands	—	—	—	—	—	—	—	—	—	—	—	—	—
	Lancaster, and Isle of Man	8 4 0	257 16 1	186 6 9	80 12 0	532 18 10	1 0 2¼	405 7 2	27 5 8	103 7 3	536 0 1	1 0 3½	6	528
	Chester, Salop, and Stafford	56 16 0	573 6 5	828 2 10	306 5 8	1,764 10 11	0 17 10¼	1,474 2 11	89 3 10	394 0 2	1,957 6 11	0 19 10	22	1,973
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	—	124 14 0	58 18 7	12 2 3	195 14 10	0 16 4¼	204 16 3	6 14 3	30 16 2	242 6 8	1 0 3¼	4	239
	Berks, Hants, and Wilts	20 0 0	141 0 8	140 8 2	87 13 7	389 2 5	0 14 7¼	321 7 0	26 4 10	55 9 0	403 0 10	0 15 3¼	9	525
	Cumberland, Durham, Northumberland, and Westmoreland	91 13 0	303 8 7	437 3 1	53 9 9	885 14 5	0 15 9¼	783 5 0	29 3 5	93 14 6	906 2 11	0 16 1¾	12	1,124
	Wales	139 15 2	728 0 5	421 0 7	107 16 2	1,396 12 4	0 10 7¾	1,215 19 5	35 12 2	97 18 2	1,349 9 9	0 10 5¾	27	2,620
British, Wesleyan, and other Protestant Schools *not* connected with Church of England.	Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	—	20 7 0	20 5 0	—	40 12 0	0 13 6	41 16 0	—	—	41 16 0	0 13 11	1	60
	Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	—	—	—	—	—	—	—	—	—	—	—	—	—
	Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	—	106 18 8	125 5 4	77 10 2	309 14 2	0 11 10¼	310 8 0	32 10 0	45 18 7	388 16 7	0 14 10¾	6	522
	Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	—	—	—	—	—	—	—	—	—	—	—	—	—
	Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	—	—	—	—	—	—	—	—	—	—	—	—	—
	Durham; *and part of the Counties of* Northumberland and York	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Schools.	Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	—	—	—	—	—	—	—	—	—	—	—	—	—
	Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	—	—	—	—	—	—	—	—	—	—	—	—	—
	Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	—	—	—	—	—	—	—	—	—	—	—	—	—
Schools connected with *Established Church of Scotland.*	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	—	—	—	—	—	—	—	—	—	—	—	—	—
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	750 12 8	703 4 4	1,441 9 4	139 6 6	3,034 12 10	0 15 11½	2,704 10 10	2 0 0	142 11 11	2,849 2 9	0 14 11¾	36	3,802
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		46 0 0	528 0 10	886 5 6	202 14 0	1,663 0 4	0 14 3¾	1,531 2 7	9 8 7	181 8 8	1,721 19 10	0 14 9¾	38	2,324
Episcopal Schools in Scotland		133 16 0	129 17 6	147 8 11	183 0 0	594 2 5	0 15 8	557 9 0	38 7 6	101 0 2	696 16 8	0 18 4¾	18	758
	TOTAL £	4,463 7 1	11,974 9 9	10,544 6 5	3,415 15 11	30,397 19 2	0 16 6¾	25,545 0 6	1,038 13 10	4,963 11 9	31,547 6 1	0 17 8¾	516	35,019

* The number of schools entered in Table No. IX. is 4,369 (Annual Grants) + 1,029 (Simple Inspection) = 5,398; but from 363 (Annual Grants) + 513 (Simple Inspection) = 876 of them, no sufficient returns of income and expenditure have been received.

† Exclusive of Government Grants.



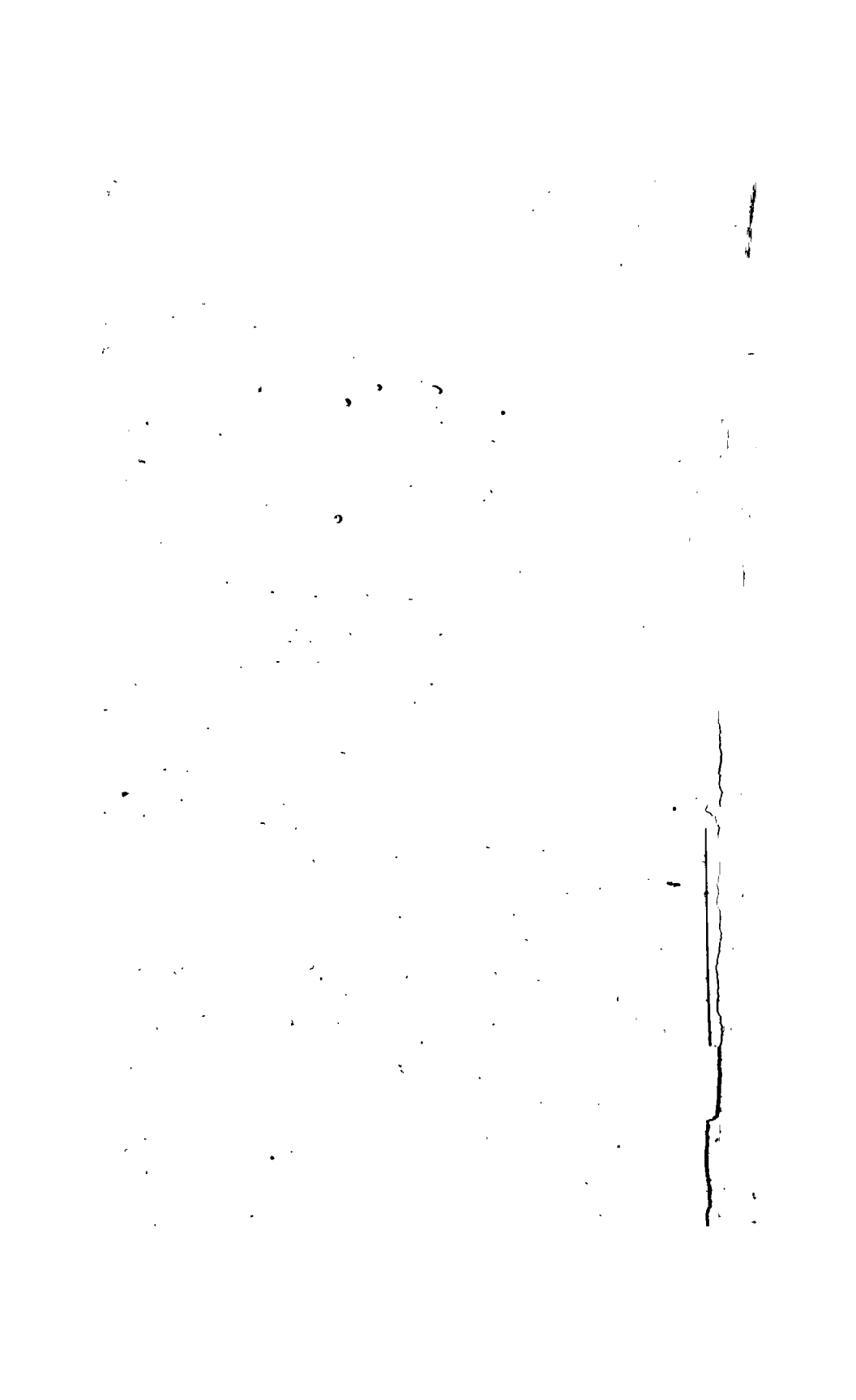
(No. XIII.)

RESULTS OF INSPECTION—*continued.*

SALARIES OF TEACHERS (certificated as compared with *uncertificated*).

DISTRICTS.	SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.												SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.								
	MASTERS.						MISTRESSES.						INFANTS' MISTRESSES.						MASTERS.		
	Certificated.			*Uncertificated.*			Certificated.			*Uncertificated.*			Certificated.			*Uncertificated.*			Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.			
	£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.		
Church of England Schools. — In Counties of—																					
Middlesex	103 11 2¼	115	68	93 17 3½	13	9	71 15 10¾	99	63	49 0 2	17	9	63 19 9¾	22	14	40 12 7½	54	21	69 12 3½	2	1
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	86 19 11	152	104	58 0 3¾	34	19	60 7 8¾	97	55	32 5 1¼	19	9	53 5 1¼	19	9	32 0 6¼	41	15	38 18 8¾	20	8
York	87 19 8¾	227	159	54 18 7	46	34	62 17 3¾	90	59	34 2 11	43	22	60 19 11¼	13	5	31 18 3½	42	14	44 19 10¼	59	25
Cornwall, Devon, Dorset, and Somerset	80 5 0	142	78	48 17 3	69	42	55 18 3	73	33	30 19 7	67	31	61 0 0	9	3	25 15 9	23	6	36 10 9	21	13
Essex, Norfolk, and Suffolk	89 9 2	75	47	50 16 9	31	16	56 17 7½	58	33	32 11 7¾	47	22	50 9 2½	10	4	30 15 7	18	7	47 19 6½	22	7
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	86 9 9	136	93	55 4 2½	18	6	58 10 0	72	40	44 18 10¼	25	9	53 6 7	18	10	29 5 0½	25	11	44 12 6½	113	69
Kent, Surrey, Sussex, and Channel Islands	87 2 9½	168	127	60 7 3	48	37	58 10 7½	113	83	38 2 1½	70	48	52 5 0½	19	13	35 19 4	54	35	—	—	—
Lancaster, and Isle of Man	99 18 11	177	79	64 2 4	26	16	70 8 7	99	27	43 19 2	26	11	61 12 10	35	8	36 11 9	48	11	53 16 1	6	2
Chester, Salop, and Stafford	88 3 9½	152	82	56 8 10½	55	27	59 6 6¾	84	41	33 2 8½	67	31	58 2 10½	7	3	30 4 8½	59	27	43 13 9	22	11
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	85 4 3½	65	46	56 6 8½	13	6	57 5 10¾	50	40	36 19 1¼	13	7	48 9 5	12	9	34 6 0	18	9	62 10 0	2	1
Berks, Hants, and Wilts	86 0 4½	106	80	48 13 2½	33	27	56 1 5¼	70	44	35 15 6¾	34	25	56 1 11¾	9	5	30 3 5¾	23	11	32 10 0	2	2
Cumberland, Durham, Northumberland, and Westmoreland	89 1 2¼	88	46	56 19 4½	16	11	59 1 6	33	16	40 12 5	9	2	62 1 6¾	3	—	31 5 6½	9	5	36 0 0	5	5
Wales	76 3 4½	106	78	58 5 5½	15	10	68 5 1¼	18	12	35 2 0½	22	16	53 10 0	4	3	32 7 5	13	6	53 12 0	10	2
British, Wesleyan, and other Protestant Schools *not* connected with Church of England. — Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	110 19 9	98	26	77 2 6	21	7	72 1 6	30	3	36 9 7	18	—	61 10 6	22	2	41 9 5	11	—	39 12 7¾	23	11
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	117 17 11	62	16	84 5 0	17	6	73 18 11	36	8	53 18 8	11	—	64 0 0	9	6	42 0 6	15	1	30 3 6	5	3
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	98 15 3¾	68	22	65 4 0	27	9	69 10 3	30	10	40 12 6¼	15	3	59 2 2	12	4	37 7 8½	11	3	77 10 0	2	—
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	94 9 4¾	91	33	68 2 1¼	17	7	62 10 11½	28	3	39 13 1½	15	2	56 2 9¾	7	2	38 19 11¼	7	1	35 7 6	4	—
Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	90 9 8	70	28	59 10 7	11	—	63 1 7	20	4	37 13 6	6	1	50 6 8	7	—	35 16 0	7	2	—	—	—
Durham; *and part of the Counties of* Northumberland and York	94 6 7	55	19	69 12 8	5	2	53 14 1	12	6	32 5 0	8	2	60 9 2	9	—	40 7 8	3	—	—	—	—
Roman Catholic Schools. — Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	75 6 11	27	11	56 19 9	11	1	54 3 9	32	24	43 16 3	19	13	39 16 8	6	5	31 14 0	15	8	—	—	—
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	69 17 4	37	12	57 4 3	10	5	65 19 2	34	18	37 12 9	25	13	44 6 10	4	1	23 17 9	15	6	45 0 0	1	1
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	78 0 1	24	12	52 2 6	3	—	63 7 4	13	5	47 1 9	11	8	42 10 0	2	—	31 10 0	4	2	—	—	—
Schools connected with *Estab. Church of Scotland.* — Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	93 14 4¾	130	93	75 19 2½	76	56	54 0 10½	44	30	37 14 4¼	18	10	50 16 0	4	2	29 5 8½	7	3	—	—	—
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	106 4 8¼	93	49	88 15 8	30	19	58 1 6	32	18	36 14 4	9	4	46 19 10	4	1	25 0 0	1	—	77 18 10	28	15
Free Church Schools in Scotland, and other schools not connected with Established Church	94 18 9	229	120	65 7 9	33	13	52 6 1	47	19	37 5 1	12	2	54 5 8	15	2	21 13 11	6	2	40 11 11	38	18
Episcopal Schools in Scotland	75 16 8	35	16	44 16 2	9	4	50 16 6	24	7	32 19 0	7	3	50 10 0	2	—	33 0 0	2	—	39 16 0	9	5
TOTAL	90 5 7¾	2,728	1,544	62 12 3¼	687	389	61 2 3	1,338	681	38 10 3½	664	322	54 9 3	283	111	32 16 5¾	531	206	49 13 11¼	374	195

DISTRICTS.	SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.						
	MISTRESSES.			INFANTS' MISTRESSES.			
	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	
	£ s. d.			£ s. d.			
Church of England Schools. — In Counties of—							
Middlesex	45 16 7½	4	1	40 10 0	2	—	
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	38 18 8¾	20	8	30 10 6¾	7	4	
York	30 1 8¾	19	10	31 15 0	4	2	
Cornwall, Devon, Dorset, and Somerset	36 10 9	21	13	21 11 8	23	10	15 16 5 5 1
Essex, Norfolk, and Suffolk	29 11 9	25	9	21 0 0	3	2	
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	27 4 4¾	55	26	27 13 1	11	4	
Kent, Surrey, Sussex, and Channel Islands	—	—	—	—	—	—	
Lancaster, and Isle of Man	—	—	—	46 8 0	1	—	
Chester, Salop, and Stafford	29 19 0	17	8	27 17 5	6	2	
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	32 10 0	2	2	—	—	—	
Berks, Hants, and Wilts	24 13 4	3	2	30 0 0	1	—	
Cumberland, Durham, Northumberland, and Westmoreland	36 4 0	5	2	—	—	—	
Wales	39 12 7¾	23	11	35 0 0	2	1	
British, Wesleyan, and other Protestant Schools *not* connected with Church of England. — Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	—	—	—	—	—	—	
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	—	—	—	—	—	—	
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan, and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	35 7 6	4	—	—	—	—	
Cornwall, Cumberland, Hants, Nottingham, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	—	—	—	—	—	—	
Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Northampton, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	—	—	—	—	—	—	
Durham; *and part of the Counties of* Northumberland and York	—	—	—	—	—	—	
Roman Catholic Schools. — Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	—	—	—	—	—	—	
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	39 0 0	1	—	—	—	—	
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	—	—	—	—	—	—	
Schools connected with *Estab. Church of Scotland.* — Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	—	—	—	—	—	—	
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	31 5 8½	7	3	34 0 0	2	2	
Free Church Schools in Scotland, and other schools not connected with Established Church	31 6 4	11	7	—	—	—	
Episcopal Schools in Scotland	19 11 11	9	8	—	—	—	
TOTAL	30 13 0¼	212	100	30 19 1¼	44	18	



(No. XIV.)

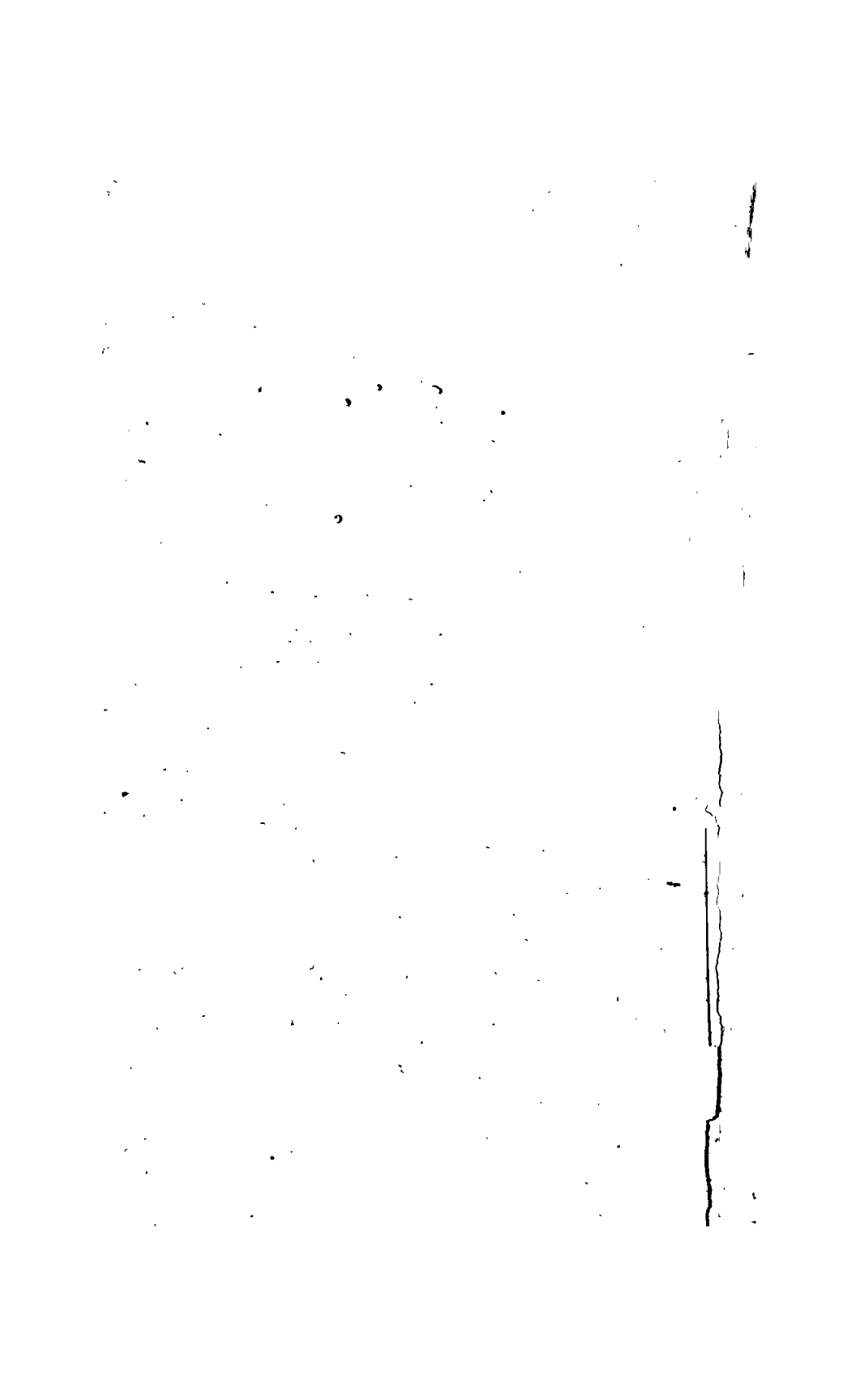
RESULTS OF INSPECTION—*continued.*

SCHOOL FEES.*

DISTRICTS.	SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.							SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.						
	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny, and less than Twopence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.			One Penny and less than Twopence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.
IN COUNTIES OF—														
Church of England Schools. — Middlesex	132	42,060	27·69	55·97	8·81	3·95	3·58	1	280	100·	—	—	—	—
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	208	31,952	44·17	37·34	13·3	3·37	1·82	18	1,311	75·67	20·75	2·21	·46	·91
York	293	49,967	19·2	57·22	17·14	5·11	1·33	66	4,853	28·19	40·94	15·64	6·86	8·37
Cornwall, Devon, Dorset, and Somerset	243	34,029	67·53	25·72	3·95	1·73	1·07	29	2,118	71·38	21·77	2·31	·9	3·64
Essex, Norfolk, and Suffolk	126	20,150	53·28	39·53	4·99	·86	1·34	34	2,018	80·08	11·05	2·68	2·03	4·16
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	174	26,576	35·17	45·42	12·21	5·08	2·12	105	8,074	44·16	40·64	9·34	2·91	2·95
Kent, Surrey, Sussex, and Channel Islands	215	39,839	40·93	48·25	6·36	2·6	1·86	1	140	—	85·71	14·29	—	—
Lancaster, and Isle of Man	211	53,414	23·55	54·91	13·22	6·63	1·69	5	463	—	66·52	21·6	11·88	—
Chester, Salop, and Stafford	225	37,685	28·58	48·75	15·48	4·84	2·35	20	1,907	16·78	44·36	25·38	10·02	3·46
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	100	15,628	67·81	25·28	3·83	1·57	1·51	4	354	64·41	32·49	1·41	—	1·69
Berks, Hants, and Wilts	164	23,773	63·77	28·88	3·8	1·84	1·71	8	618	43·85	44·5	10·52	—	1·13
Cumberland, Durham, Northumberland, and Westmoreland	114	17,522	29·39	44·8	17·2	5·59	3·02	9	761	11·17	62·02	17·48	8·54	·79
Wales	113	17,206	62·53	23·7	8·45	2·7	2·62	14	1,741	74·44	18·26	5·63	·75	·92
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England. — Chester, Lancaster, Anglesey, Caernarvon, Denbigh, and Flint; *and part of the Counties of* Derby, Stafford, Westmoreland, York, and Merioneth	131	30,753	12·35	37·2	24·64	18·62	7·19	—	—	—	—	—	—	—
Berks and Oxford; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Stafford, and Warwick	79	20,286	11·75	43·66	24·03	14·36	6·2	—	—	—	—	—	—	—
Devon, Gloucester, Hereford, Worcester, Brecon, Caermarthen, Glamorgan and Pembroke; *and part of the Counties of* Dorset, Monmouth, Salop, Somerset, Stafford, Warwick, Cardigan, and Montgomery	94	20,251	40·11	32·25	15·8	9·05	2·79	4	399	7·02	11·78	44·36	33·33	3·51
Cornwall, Cumberland, Hants, Northampton, Surrey, and Wilts; *and part of the Counties of* Dorset, Leicester, Lincoln, Northampton, Northumberland, Somerset, Suffolk, Westmoreland, and York	111	20,625	23·04	43·54	17·76	11·2	4·46	—	—	—	—	—	—	—
Bedford, Cambridge, Huntingdon, and Norfolk; *and part of the Counties of* Buckingham, Derby, Essex, Hertford, Kent, Leicester, Lincoln, Middlesex, Monmouth, Salop, Suffolk, York, Cardigan, Merioneth, and Montgomery	83	14,837	21·74	41·53	21·24	13·2	2·29	—	—	—	—	—	—	—
Durham; *and part of the Counties of* Northumberland and York	69	11,767	9·62	42·81	24·66	18·49	4·42	—	—	—	—	—	—	—
Roman Catholic Schools. — Devon, Gloucester, Hants, Kent, Leicester, Middlesex, Monmouth, Northampton, Nottingham, Oxford, Somerset, Surrey, Sussex, Warwick, Worcester, and Glamorgan; *and part of the Counties of* Cumberland, Stafford, and York	59	8,856	84·16	11·33	2·49	1·69	·33	—	—	—	—	—	—	—
Chester, Cumberland, Lancaster, Westmoreland, Flint, and Isle of Man; *and part of the Counties of* Derby and Stafford	73	14,823	58·96	30·06	5·97	3·8	1·21	1	146	100·	—	—	—	—
Durham, Northumberland, and Scotland; *and part of the Counties of* Derby and York	30	5,678	51·43	33·13	10·9	3·64	·9	—	—	—	—	—	—	—
Schools connected with *Established Church of Scotland.* — Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Forfar, Haddington, Inverness, Kincardine, Kinross, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland; *and part of the County of* Fife	213	24,087	20·19	36·15	27·54	9·03	7·09	—	—	—	—	—	—	—
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Kirkcudbright, Lanark, Renfrew, and Wigtown; *and part of the County of* Fife	138	17,830	7·84	36·24	34·31	10·57	11·04	26	2,346	16·62	30·05	22·85	9·38	21·1
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	243	32,116	9·23	39·63	29·48	9·34	12·32	24	1,841	24·44	42·64	26·18	5·6	1·14
Episcopal Schools in Scotland	48	5,006	55·45	28·43	12·8	2·1	1·22	16	690	45·65	35·8	14·5	2·9	1·15
TOTAL	3,689	636,716	37·29	38·14	14·63	6·58	3·36	385	30,060	44·66	33·85	13·13	5·31	3·05

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education:—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is, not for the sake of saving a penny per week, but, for the sake of gaining a shilling or eighteenpence per week, that a child is transferred from the School to the factory or the fields; and the mere opportunity of saving the penny by sending the child to a free school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"



(No. XV.)

DETAILED STATEMENT (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Elementary Schools; in SCIENTIFIC APPARATUS, BOOKS, MAPS, and DIAGRAMS; in AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES, and in RETIRING PENSIONS to late TEACHERS of SCHOOLS under INSPECTION; in STIPENDS of ASSISTANT TEACHERS; in STIPENDS of PUPIL-TEACHERS, and GRATUITIES for their special instruction; in CAPITATION GRANTS; and in GRANTS to REFORMATORIES, and to SCHOOLS of INDUSTRY for industrial purposes;—between years 1833 and 1857, inclusive.

Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.

ENGLAND.

NOTE.—N.S. denotes that School is in connexion with the *National Society*, or with the *Church of England*: B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial* School; and P.U., a *Parochial Union* School.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.[b]	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BEDFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ampthill - - N.S. 7[a]	180 0 0	1845	1 6 6¼	44 3 4	- -	594 17 6	37 8 0	
" - - "	59 17 6	1853						
Ampthill - - B.S. 4	150 0 0	1846	4 4 2	71 12 6	- -	195 17 6	24 2 0	
" - - "	40 0 0	1855						
Arlsey - - - N.S.	334 4 0	1857	2 8 5¾					
Aspley Guise - - N.S. 7	202 0 0	1848	8 7 0¼	62 10 0	- -	435 5 10	72 11 0	
" " - - "	49 10 0	1850						
" " - - "	9 0 0	1854						
" " - - "	13 0 0	1855						
Aspley Guise - - B.S. 4	- -	-	2 0 10	33 15 0	- -	255 12 6	29 6 0	
Barford, Great - - N.S. 6	115 0 0	1849	2 13 10	- -	- -	- -	9 16 0	
" - - "	98 0 0	1856						
Biddenham - - - N.S.	*45 0 0	1839						
" - - "	65 0 0	1848						
Biggleswade - - N.S.	*150 0 0	1839						
" - - "	90 0 0	1844						
Biggleswade - - B.S. 3	- -	-	3 17 3¾	97 6 8	- -	283 9 2	20 5 0	
Bletsoe - - - N.S.	100 0 0	1854						
Blunham - - - N.S.	52 0 0	1843						
Clophill - - - N.S.	*50 0 0	1836						
Colmworth - - N.S.	23 10 0	1841						
" - - "	40 0 0	1845						
Cranfield - - N.S. 8	*48 0 0	1836	1 3 0	142 8 4	- -	136 13 4	54 9 0	
" - - "	*40 0 0	1839						
Dunstable - - N.S. 7	*85 0 0	1839	1 8 8	63 5 0	- -	60 13 4	30 6 0	
" - - "	12 6 0	1846						
Dunstable - - Wes. 6	- -	-	7 0 0½	40 13 4	- -	134 10 10	39 8 0	
Eaton Bray - - N.S.	72 0 0	1842						
Eaton-Socon - - N.S.	- -	-	- -	- -	- -	- -	10 14 0	
Eversholt - - N.S.	80 0 0	1842	0 17 0					
Everton and Tetsworth - - - N.S.	*42 0 0	1837						
Felmersham - - N.S.	110 0 0	1846						
Harrold - - - N.S.	200 0 0	1847						
Heath and Reach - N.S.	80 0 0	1847						
Husborne Crawley - N.S. 7	- -	-	- -	17 10 0				
Houghton Regis - - N.S. 7	72 0 0	1845	4 2 6¼	55 10 0	- -	349 9 3	40 6 0	
" - - "	72 0 0	1854						
Houghton Regis - N.S.	419 0 0	1857	2 4 9½					
Kempston - - N.S.	130 0 0	1844						

[a] The figure in this column denotes the Month in which Her Majesty's Inspectors' annual visit to the school is due.

[b] Including gratuities to night school teachers, and teachers of drawing.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BEDFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Keysoe - - - N.S.	32 0 0	1841						
„ - - - „	10 0 0	1848						
Leighton Buzzard - B.S.	*75 0 0	1846						
„ „ - „	10 0 0	1847						
„ „ - „	50 0 0	1847						
Luton - - - N.S. 8	*145 0 0	1835	10 16 11½	92 9 2	- -	327 16 8	40 0 0	
„ - - - „	50 0 0	1849						
Luton - - - Wes. 5	- -	- -	17 1 5¾	3 6 8	- -	295 0 0	21 13 0	
Marston Moretaine and Lidlington - N.S. 7	160 0 0	1848	2 14 0	213 1 8	- -	351 0 0	38 13 0	
Maulden - - - N.S. 7	110 0 0	1850	1 12 8	5 0 0	- -	- -	4 8 0	
Meppershall - - N.S.	*40 0 0	1850						
Poddington - - N.S.	50 0 0	1842	1 3 8					
Pulloxhill - - N.S. 7	55 0 0	1845	1 13 4½	27 0 0	- -	50 0 0		
„ - - - „	29 10 0	1854						
Ridgmont - - Wes. 4	- -	- -	5 0 7½	16 10 0	- -	192 6 8	13 7 0	
Riseley - - - N.S.	37 10 0	1841						
„ - - - „	66 0 0	1849						
Shillington - - N.S. 4	302 8 0	1857	2 19 6½	15 10 0	- -	7 5 10		
Silsoe - - Ch. of E. 6	- -	- -	- -	41 1 8	- -	48 0 0	35 16 0	
Staughton, Little - N.S.	50 0 0	1846						
Stotfold - - - N.S. 5	110 0 0	1844	1 19 11	3 6 8	- -	9 13 4		
„ - - - „	45 0 0	1854						
„ - - - „	38 0 0	1855						
Tebworth - - N.S. 5	297 0 0	1855	2 10 5	21 13 4	- -	32 10 0	19 12 0	
Toddington - - N.S. 5	439 4 0	1855	- -	10 0 0	- -	- -	12 7 0	
Toddington - - Wes. 3	477 0 0	1856	3 6 8	31 5 0	- -	51 6 8	15 2 0	
Turvey, B. and G. - B.S. 8	341 0 0	1848	2 0 0	63 15 0	- -	32 10 0	22 6 0	
Turvey, Infants - N.S.	66 10 0	1841						
Upend - - - N.S.	270 0 0	1855						
Westoning - - N.S. 7	58 0 0	1841	- -	- -	- -	- -	7 12 0	
„ - - - „	17 5 0	1855						
„ - - - „	9 15 0	1857						
Wilden, Endowed - N.S.	101 5 0	1852						
Wilshampstead or Wilstead - - N.S.	111 0 0	1847						
Woburn - - B.S. 3	- -	- -	2 7 5	64 10 0	- -	35 0 0		
Yelden - - - N.S.	45 0 0	1846						
„ - - - „	36 0 0	1847						
BERKSHIRE.								
Abingdon - - - N.S.	- -	- -	3 3 7½					
Abingdon - - B.S. 4	- -	- -	12 2 2½	39 11 8	- -	544 15 0	23 5 0	
Aldermaston - Ch. of E. 6	- -	- -	- -	52 10 0	- -	52 14 2	21 14 0	3 7 6
Appleton - - - N.S.	*35 0 0	1837						
Arborfield - - N.S.	65 0 0	1841						
Ascot Heath - - N.S. 6	50 0 0	1854	3 1 5½	45 0 0	- -	100 8 4	35 11 0	
„ - - - „	316 5 0	1857						
Ashbury - - - N.S. 6	- -	- -	- -	- -	- -	66 6 8		
Aston-Tyrold - - N.S.	54 0 0	1847	1 0 4½					
Beech Hill - - N.S. 5	- -	- -	- -	13 0 0	- -	- -	1 15 0	
Beenham - - N.S.	36 0 0	1841						
Berkshire Reformatory -	- -	- -	- -	- -	- -	- -	- -	68 15 10 R *a*
Boxford - - - N.S.	- -	- -	2 4 10					
Bracknell - Ch. of E.	150 0 0	1855						
Bray - - - N.S. 1	- -	- -	3 13 0½	35 16 8	- -	83 0 0	35 5 0	
Bray and Hollyport N.S. 1	104 0 0	1848	1 8 6½	48 6 8	- -	32 10 0	13 10 0	
Brightwell - - N.S. 5	45 0 0	1842	1 13 0½	64 13 4	- -	127 16 8	34 17 0	
„ - - - „	5 18 8	1854						
Brimpton - Ch. of E. 5	- -	- -	- -	3 6 8	- -	10 0 0	8 0 0	
Buckland - - Par.	- -	- -	- -	- -	- -	- -	22 4 0	
Burghfield - - N.S.	20 10 0	1844						
Challow, East - N.S.	144 0 0	1856						
Chieveley (North Heath) - - N.S.	*75 0 0	1840						
Childrey - - - Wes. 4	106 0 0	1857	1 10 8½	35 0 0	- -	24 11 8	22 1 0	

a The letter R denotes that the Grant was awarded under the Minute of 2 June 1856.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
BERKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cholsey - - - N.S. 7	*62 0 0	1839	- - -	- - -	- -	-	15 8 0	
Clewer - - - N.S. 5	- -	-	2 11 0	9 12 6	- -	107 10 0	12 5 0	
Coleshill (Earl of Radnor's School) - - - 5	- -	-	-	6 5 0				
Cookham Dean - N.S. 6	119 0 0	1847	2 14 5¼	54 16 8	- -	313 3 4	49 12 0	
" - "	6 9 0	1853						
Drayton - - - N.S.	124 0 0	1848						
Earley - - - N.S. 4	- -	-	1 3 7					
Faringdon, Infant Ch. of E. 5	- -	-	-	3 6 8	- -	9 13 4	11 7 0	
Faringdon - - B.S. 4	- -	-	-	3 15 0	- -	-	16 17 0	
Fyfield - - N.S.	- -	-	1 0 0					
Greenham - - N.S.	- -	-	1 4 3½					
Hampstead Norris - N.S.	68 0 0	1847	1 0 8					
Hanney - - - N.S. 3	165 0 0	1848	1 13 4	10 0 0				
Harwell - - - N.S.	*50 0 0	1839						
Hendred, West - N.S. 5	153 5 8	1854	4 14 3	61 5 0	- -	54 11 8	12 7 0	
Hermitage - - N.S. 4	35 0 0	1841	1 7 2	- -	- -	3 15 0	0 15 0	
Hinton Waldrist - N.S. 5	*30 0 0	1838	1 2 8½	- -	- -	-	9 8 0	
Hurst and Ruscombe N.S.	140 0 0	1844						
Knowl Hill - - N.S.	110 0 0	1847	1 6 8	- -	- -	-	27 16 0	
Lambourne - - N.S. 5	106 0 0	1851	2 8 8½	67 1 8	- -	40 10 0	38 13 0	
" - - "	243 0 0	1856						
Lambourne - - Wes. 4	- -	-	4 12 5¾	31 5 0	- -	167 10 0	19 4 0	
Langford - - N.S.	90 0 0	1847	1 2 1½					
Letcombe Regis - N.S.	166 4 0	1856						
Maidenhead - - N.S. 5	150 0 0	1845	2 17 6	46 13 4	- -	42 3 4	5 2 0	
Newbury - - B.S.	133 0 0	1840						
Newbury - - Wes. 4	400 0 0	1856	6 2 6¾	110 5 0	- -	208 10 0	15 6 0	
Reading, St. Giles' - N.S. 6	*150 0 0	1838	14 13 1	244 8 4	- -	968 18 4	23 0 0	
Reading, St. John's, Infants - - N.S. 6	- -	-	-	8 13 4	- -	-	3 7 0	
Reading, St. Lawrence's - - - Par. 6	250 0 0	1854	6 3 4¼	29 3 4	- -	93 8 4	24 6 0	
Reading, St. Mary's N.S. 6	120 0 0	1855	4 4 8¼	6 5 0	- -	144 18 4	29 0 0	
Reading, St. Mary's Chapel - - N.S. 5	- -	-	-	46 0 0	- -	38 13 4	12 12 0	
Sparsholt - - N.S.	*40 0 0	1839						
Speen - - - Par. 6	293 0 0	1857	2 11 4½	216 5 10	- -	257 16 8	62 11 0	
Stanford in the Vale N.S.	20 0 0	1844	0 19 10¼					
Steventon - - N.S.	40 0 0	1841						
Sunningdale - - N.S. 6	38 0 0	1842	6 7 8	61 15 0	- -	273 12 6	37 1 0	
" - - "	8 0 0	1848						
" - - "	5 0 0	1850						
" - - "	110 0 0	1854						
Swallowfield - Ch. of E.	350 0 0	1855						
Thatcham - - B.S. 9	125 0 0	1847	1 3 4	18 0 0	- -	104 0 10		
" - - "	9 1 10	1848						
Thatcham - - N.S. 5	225 0 0	1846	2 13 4½	28 15 0	- -	57 10 0	22 6 0	
Uffington - - N.S.	80 0 0	1852						
Wallingford - - N.S. 5	- -	-	7 19 4	75 0 0	- -	107 16 8	10 15 0	
Wantage, St. Peter's and St Paul's - N.S. 6	- -	-	-	102 1 8	- -	319 0 10	94 3 0	
Wantage - - Wes. 4	- -	-	10 3 4¾	11 5 0	- -	359 15 0	42 1 0	
Wargrave-Piggott - N.S. 3	- -	-	5 0 0¾	28 6 8	- -	40 0 0	2 15 0	
Welford and Wickham - - - N.S. 5	- -	-	-	35 0 0				
Windsor, New - B.S. 1	245 0 0	1842	7 4 2¾	28 0 0	- -	211 10 0	21 0 0	
" - - "	17 6 8	1854						
Windsor, New - N.S. 6	10 0 0	1848	27 5 3¾	162 13 4	50 0 0	1,162 8 4	33 0 0	
Windsor, Old - N.S. 5	- -	-	3 12 10	33 0 0	- -	205 0 0		
Windsor, St. Mark's N.S. 6	- -	-	5 12 3	230 11 8	- -	290 10 0	2 14 0	
Windsor Park, Royal N.S. 8	- -	-	a10 0 0	153 0 0	- -	630 7 6		
Windsor, St. Ann's - N.S. 6	274 5 4	1856	2 10 0¾	57 3 4	- -	80 16 8	6 0 0	
Windsor - - - P.U. 2	- -	-	-	- -	- -	32 2 6		
Winkfield, Industrial N.S. 6	*70 0 0	1839	4 7 6¼	85 0 0	- -	121 5 0	36 19 0	
Wokingham - - B.S.	*125 0 0	1841						
Wytham - - - N.S. 5	- -	-	-	18 6 8	- -	-	5 10 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
BUCKINGHAMSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aston Clinton - N.S.	96 0 0	1849						
Aylesbury - - B.S. 3	- - -	- -	4 10 10	- - -	- - -	236 0 0		
Aylesbury - - N.S. 5	190 0 0	1847	3 17 10½	86 1 8	- -	276 16 8	28 1 0	
" - - "	21 0 0	1855						
Beachampton - - N.S. 6	- - -	- -	1 15 10	- - -	- - -	92 1 8		
Beaconsfield - - B.S. 1	- - -	- -	- - -	- - -	- - -	53 19 2		
Bierton - - - N.S. 6	87 0 0	1849	1 1 2¾	- - -	- - -	52 10 0		
Bletchley - - N.S.	*50 0 0	1840						
Brickhill, Little - -	44 0 0	1851						
Buckingham - - N.S. 6	211 6 4	1857	- - -	96 13 4	- -	38 15 0	16 7 0	
Chalfont, St. Peter's N.S.	70 0 0	1848						
" " - "	42 17 6	1848						
Cheddington - Ch. of E. 5	- - -	- -	- - -	42 10 0	- -	- -	10 7 0	
Chesham, B. G. & I. - N.S.	200 0 0	1846						
" " - "	54 0 0	1851						
Claydon Park - - N.S.	- - -	- -	3 6 8					
Claydon, Middle - N.S. 6	- - -	- -	- - -	67 11 8	- -	121 5 0	33 0 0	
Colnbrook and Horton N.S. 5	215 0 0	1846	0 12 2	63 6 8	- -	237 3 4	51 2 0	
" " - "	15 0 0	1856						
Crawley, North - N.S.	50 0 0	1845						
Cuddington - - N.S.	75 0 0	1846						
Datchet - - - N.S. 5	- - -	- -	4 9 9½	31 3 4	- -	369 12 6	9 7 0	
Drayton Beauchamp N.S.	60 0 0	1845						
Dunton - - - N.S.	25 0 0	1842						
Eton - - - P.U.	- - -	- -	- - -	- - -	- - -	23 0 0		
Farnham-Royal - N.S. 5	- - -	- -	4 15 3	18 15 0	- -	- -	35 2 0	
Fulmer - - - N.S.	50 0 0	1844	2 1 8					
" " - - "	50 0 0	1855						
Granborough - N.S.	90 0 0	1854						
Haddenham - - B.S.	70 0 0	1851						
Hambledon - - N.S. 5	- - -	- -	2 6 4½	- - -	- - -	3 15 0	6 12 0	
Hulcott - - - N.S.	87 0 0	1856						
Iver, Boys - - N.S. 6	102 0 0	1849	- - -	39 10 0	- -	108 15 0	15 0 0	
Iver, Girls & Infants N.S. 6	100 0 0	1847	- - -	35 0 0	- -	44 11 8	34 14 0	
Kimble, Great - N.S. 5	- - -	- -	- - -	- - -	- - -	- -	12 0 0	
Langley Marish - N.S. 7	72 0 0	1848	2 5 10	57 10 0	20 0 0	117 10 0	18 3 0	
Lavendon - - N.S.	*49 0 0	1838						
" - - "	78 0 0	1853						
Leckhampstead - N.S. 5	*60 0 0	1839	- - -	5 0 0	- -	- -	2 8 0	
Lee-Common - N.S.	50 0 0	1848						
Linslade - - - N.S.	198 0 0	1849	6 12 0	- - -	- - -	- -	17 19 0	
Ludgershall - - N.S.	93 0 0	1847	2 8 2					
Marlow, Great - N.S. 6	- - -	- -	6 16 8½	129 11 8	- -	232 6 8	56 14 0	
Marlow - - - B.S.	- - -	- -	1 3 2					
Marsh Gibbon - N.S.	120 0 0	1849	0 8 8½					
" - - "	40 0 0	1851						
Marston, North - N.S.	*60 0 0	1835						
Marsworth - - N.S. 5	45 0 0	1842	- - -	- - -	- - -	- -	1 10 0	
Mursley - - - N.S.	*25 0 0	1835						
Nash - - - N.S.	276 0 0	1857						
Newport Pagnell - N.S. 7	- - -	- -	- - -	- - -	- - -	- -	4 16 0	
Newport Pagnell - B.S.	*90 0 0	1838						
Olney - - - N.S. 3	176 0 0	1848	1 6 7	11 13 4	- -	- -	7 10 0	
Quainton - - N.S.	- - -	- -	1 16 8¼					
Risborough, Prince's N.S.	105 0 0	1842						
" " - "	35 0 0	1844						
Risborough, Prince's B.S. 3	153 0 0	1848	- - -	- - -	- - -	132 10 0	19 15 0	
Stoke Goldington - N.S.	*72 0 0	1840						
Stoke Hamond - N.S.	38 0 0	1844						
Stoke Mandeville - N.S.	60 0 0	1845	1 0 0					
Stoke Pogis - - N.S. 5	95 0 0	1843	4 5 10	61 0 0	- -	331 3 4	21 15 0	
Stony Stratford - N.S. 6	- - -	- -	- - -	- - -	- - -	15 0 0	28 10 0	
Taplow - - - N.S. 5	74 0 0	1849	1 13 1½	35 0 0	- -	- -	20 19 0	
" - - - "	92 12 0	1855						
Thornborough - N.S.	42 0 0	1842						
Towersey - - N.S.	60 0 0	1849						

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	Amount.	Date of Payment.						
BUCKINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Tyler's Green - - N.S.	51 0 0	1844						
Upton-cum-Chalvey, N.S. 6	64 0 0	1842	6 13 11½	83 1 8	- -	395 8 4	65 7 0	
" " - "	290 15 0	1853						
" " - "	5 4 0	1855						
Waddesdon " - N.S. 6	119 0 0	1849	2 14 10½	81 6 8	- -	178 13 0	54 5 0	
Waddesdon - - B.S. 9	121 0 0	1847	6 5 1½	49 10 0	- -	318 0 0	7 9 0	
Walton - - - N.S. 6	- -	- -	2 2 6½	28 17 6	- -	51 5 0	41 0 0	
Walton and Woughton, N.S. 7	- -	- -	0 16 8½	- -	- -	- -	2 12 0	
Wendover - - N.S. 6	- -	- -	2 5 10	15 0 0				
Whaddon - - N.S.	28 0 0	1842						
Whitchurch - - Wes. 3	170 0 0	1850	5 1 2	18 0 0	- -	335 10 0	46 6 0	
Wing - - - N.S. 5	- -	- -	6 0 0½	30 10 0	- -	- -	4 17 0	
Winslow - - N.S. 6	*80 0 0	1840	3 18 11	- -	- -	94 3 4	43 2 4	
" - - "	8 7 8	1849						
" - - "	18 10 0	1854						
Woburn Sands - N.S. 7	- -	- -	2 11 4½	- -	- -	15 0 0	23 17 0	
Wolverton, New - B.S. 4	- -	- -	- -	72 5 10	- -	98 10 0	22 3 0	
Wooburn - - N.S.	150 0 0	1852	1 3 5¼	- -	- -	- -	13 11 0	
" - - "	50 0 0	1852						
Wycombe - - P.U. 12	- -	- -	- -	- -	- -	10 0 0		
Wycombe, High - B.S. 3	*400 0 0	1835	- -	- -	- -	760 7 6		
" " - "	9 7 8	1848						
" " - "	54 0 0	1853						
Wycombe, High - N.S. 6	1176 0 0	1855	3 9 0	45 6 8	- -	16 5 0		
CAMBRIDGESHIRE.								
Aldreth-in-Haddenham, Daily and Sunday S. -	*20 0 0	1836						
Barton, Sunday S. -	15 0 0	1844						
Bassingbourne - N.S.	*60 0 0	1836						
Bassingbourne - B.S.	*60 0 0	1838						
Bottisham - - N.S.	100 0 0	1840						
" - - "	50 0 0	1847						
Brinckley - - N.S.	65 0 0	1845						
Burwell - - B.S.	80 0 0	1847						
Cambridge, Barnwell - - - N.S. 4	*210 0 0	1838	17 7 4	148 19 2	- -	1,490 19 2		
" " - "	100 0 0	1848						
" " - "	64 2 8	1852						
" " - "	16 0 0	1856						
Cambridge (King Street) - - N.S. 4	178 0 0	1855	10 4 3½	41 15 0 *a*20 0 0	- -	335 5 0	27 0 0	
Cambridge, Industrial - - - N.S. 4	106 10 0	1851	- -	- -	- -	- -	- -	186 18 0
" " - "	95 0 0	1852						
Cambridge, St. Giles' N.S. 4	- -	- -	- -	- -	- -	271 10 0	7 15 0	
Cambridge, St. Paul's (Russell Street) - N.S. 4	300 0 0	1845	15 17 0¾	187 9 2	- -	1,559 4 2	42 7 0	
" " - "	55 18 8	1851						
" " - "	100 0 0	1852						
Cambridge, St. Paul's (Union Road), Infants N.S.	100 0 0	1846						
" - "	1 15 0	1848						
Cambridge " - - B.S. 2	250 0 0	1840	12 4 5¼	62 1 8	- -	1,160 3 4		
" - - "	11 6 0	1848						
" - - "	100 0 0	1849						
" - - "	114 0 0	1856						
Cambridge, St. Peter's (Castle End) - N.S. 4	21 0 6	1854	9 6 9½	48 15 0	- -	272 5 0	17 0 0	
Cambridge, Church Schoolmasters' Association -	- -	- -	0 12 4½					

a Retiring pension.

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CAMBRIDGESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cambridge, Pound Hill, Infants - Ch. S.	33 0 0	1855	1 3 4½					
Caxton - - - N.S.	201 12 0	1853						
Chatteris, Boys - B.S. 3	- -	- -	- -	- -	- -	- -	5 2 0	
Chatteris, Infants, Ch. of E. 3	70 0 0	1845	- -	55 18 4	- -	155 13 4	37 17 0	
Chatteris, Girls - - 3	- -	- -	- -	- -	- -	17 10 0	10 10 0	
Chesterton - - N.S.	144 0 0	1844	2 4 2¾					
Comberton - - N.S. 4	75 0 0	1846	1 15 0	50 0 0	- -	120 0 0	17 18 0	
" - - "	4 16 0	1849						
" - - "	31 0 0	1855						
Conington - - N.S.	26 10 0	1843						
" - - "	26 10 0	1849						
Coton - - N.S.	49 0 0	1848						
Ditton, Fen - - N.S.	70 0 0	1844						
" - - "	27 0 0	1846						
Ditton, Wood - - N.S.	133 0 0	1849						
Duxford - - N.S. 3	9 0 0	1848	1 2 7½	60 5 0	- -	270 10 10	8 7 0	
" - - "	168 0 0	1848						
Elsworth - - N.S.	187 0 0	1849						
Ely - - - N.S. 4	27 15 4	1850	16 16 4½	84 7 6	- -	380 5 10	26 12 0	
Fordham - - N.S.	168 0 0	1849						
Gamlingay - - N.S.	160 0 0	1849						
Gransden, Little - N.S.	95 0 0	1848						
" - - "	37 0 0	1848						
Guilden Morden - N.S. 4	150 0 0	1850	4 18 11½	70 10 0	- -	263 10 0	18 16 0	
Haddenham - - B.S. 2	- -	- -	3 0 10½	11 5 0	- -	223 7 6	3 18 0	
Haddenham, Girls' Industrial - - N.S. 2	- -	- -	2 1 8	- -	- -	- -	- -	42 0 0
Horningsey - - N.S.	40 10 0	1842						
Impington - - N.S.	55 0 0	1847						
Isleham - - - N.S. 3	230 0 0	1849	- -	44 3 4	- -	65 4 2		
Linton - - - N.S. 4	- -	- -	7 6 10¾	58 15 0	- -	306 2 6	36 8 0	
Littleport - - N.S. 2	400 0 0	1847	4 14 4	70 16 8	- -	79 18 4	53 15 0	
" - - "	64 13 4	1855						
Madingley - - N.S.	50 0 0	1845						
March - - - N.S. 3	- -	- -	5 4 7	- -	- -	114 16 8		
March, Infant - - N.S. 3	- -	- -	- -	- -	- -	- -	13 11 0	
Melbourn (Ayloffe's) Ch. of E.	90 0 0	1854						
Oakington - - N.S.	*50 0 0	1838						
Over - - - N.S. 3	111 5 0	1844	1 19 0	- -	- -	151 14 2		
" - - - "	4 16 8	1847						
Papworth, St. Agnes Ch. of E. 2	- -	- -	- -	- -	- -	- -	0 17 0	
Prickwillow - - N.S.	- -	- -	2 19 1					
Rampton - - N.S.	36 0 0	1846						
Sawston - - - N.S.	48 0 0	1842						
Shelford, Great - N.S.	4 2 0	1842						
" - "	81 0 0	1843						
" - "	40 0 0	1843						
Soham - - - N.S. 2	- -	- -	- -	22 10 0	- -	1 5 0	8 0 0	
Stapleford - - N.S.	102 0 0	1847						
Swaffham-Bulbeck - N.S.	54 0 0	1841						
Swavesey - - N.S. 4	100 0 0	1842	3 13 4½	41 10 0	- -	390 16 8	6 12 0	
" - - "	5 0 0	1847						
" - - "	123 0 0	1849						
Thorney Abbey - N.S. 3	- -	- -	2 18 4	212 15 0	85 16 8	389 7 6	20 5 0	
Toft and Caldecote - N.S. 7	*25 0 0	1835	1 15 4¾	- -	- -	70 12 6		
Trumpington - - N.S. 4	60 0 0	1844	2 16 6	58 15 0	- -	147 10 0	58 0 0	
" - - "	48 10 0	1849						
" - - "	18 0 0	1854						
Tyd, St. Giles' - N.S.	- -	- -	2 11 4					
Waterbeach - - N.S.	- -	- -	1 15 2¾					
Whittlesea, St. Mary's and St. Andrew's N.S. 3	190 10 0	1851	6 0 1	90 1 8	- -	195 19 2	13 9 0	
" " - "	200 0 0	1852						
Wilbraham, Little - N.S.	82 10 0	1850						
Wilburton - - N.S. 3	*29 0 0	1839	1 5 0½	- -	- -	2 10 0	3 14 0	
" - - - "	216 0 0	1855						

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	Amount.	Date of Payment.						
CAMBRIDGESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Willingham - - B.S. 3	- - -	- - -	5 0 0½	5 10 0				
Wisbeach, St. Peter's, N.S. 4	34 18 10	1853	4 16 5½	39 10 0	- -	548 1 8		
„ - - „	17 6 0	1856	*a* 9 10 0					
Wisbeach, Boys - B.S. 7	160 0 0	1841	13 0 10½	46 5 0	- -	284 0 0	36 15 0	
„ - - „	21 13 4	1854						
„ - - „	37 0 0	1855						
Wisbeach, Girls - B.S. 7	150 0 0	1840	3 15 6½	- -	- -	29 0 0	24 0 0	
Witchford - - N.S. 4	- - -	- - -	1 4 6½	- -	- -	5 0 0		
CHESHIRE.								
Acton - - - N.S. 6	315 0 0	1845	11 10 9¾	179 6 8	- -	1,197 15 5	117 14 0	
„ - - - „	165 0 0	1850						
„ - - - „	102 13 4	1856						
Acton, Indust. Dep. -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	73 7 6
Alderley - - Ch. of E.	- - -	- - -	1 13 4½					
Alderley, Endowed -	- - -	- - -	1 1 8					
Alderley (Lady Stanley's of Alderley) - - N.S. 9	- - -	- - -	- - -	6 13 4	- -	- - -	2 10 0	
Alderley, Over - - N.S. 6	25 0 0	1842	1 2 3	- - -	- -	- - -	4 7 0	
Alderley Edge - - B.S. 3	- - -	- - -	- - -	27 3 4	- -	18 6 8	10 17 0	
Alderley Edge - - N.S.	- - -	- - -	2 13 9					
Altrincham and Bowdon Downs - - B.S. 12	- - -	- - -	4 6 8½	62 10 0	- -	297 5 0	11 10 0	
Antrobus - - - N.S.	50 0 0	1844	1 8 7					
Appleton - - - N.S. 7	- - -	- - -	- - -	4 3 4	- -	- - -	2 16 0	
Arley, Middle - - N.S. 7	- - -	- - -	3 6 8½	54 0 0				
Astbury - - - N.S. 6	116 0 0	1842	3 5 4½	171 1 8	- -	186 5 0	90 12 0	10 0 0
„ - - - „	150 0 0	1855						
Audlem - - - N.S. 11	65 10 0	1846	- - -	13 15 0	- -	- - -	4 9 0	
„ - - - „	3 8 0	1849						
Backford - - N.S.	100 0 0	1845						
Barnton - - - N.S. 7	226 0 0	1845	5 14 6½	18 5 0	- -	226 18 4	61 14 0	
Barthomley - - N.S.	152 0 0	1849	- - -	30 0 0				
Bebington, Lower - N.S.	*75 0 0	1836	- - -	15 0 0				
Bickerton - - N.S.	45 0 0	1842						
„ - - - „	30 0 0	1844						
„ - - - „	1 8 0	1845						
Bidstone - - - N.S. 7	*53 0 0	1839	2 6 8½	36 5 0	- -	15 0 0	13 2 0	
„ - - - „	55 0 0	1855						
Birkenhead, Holy Trinity - - N.S. 7	300 0 0	1844	15 15 5½	212 18 4	- -	480 6 8	13 6 0	
„ - - - „	120 0 0	1846						
„ - - - „	56 0 0	1855						
„ - - - „	20 0 0	1856						
Birkenhead, Trinity Ragged S. - - - - 6	400 0 0	1852	- - -	12 10 0	- -	- - -	6 6 0	
„ - - -	100 0 0	1852						
Birkenhead, St. Anne's N.S. 7	262 0 0	1850	1 19 11½	6 5 0				
Birkenhead, St. John's N.S. 7	480 0 0	1847	8 4 0	172 10 0	- -	400 6 8	17 12 0	
Birkenhead (Argyle Street), Infants - N.S.	- - -	- - -	1 10 10½					
Birkenhead Back (Chester Street) - N.S.	- - -	- - -	1 1 3					
Birkenhead (Market Street) - - N.S.	- - -	- - -	1 10 10½					
Birkenhead, Priory Street - - - N.S.	- - -	- - -	2 7 7					
Birkenhead, St. Werburgh's - - R.C. 6	- - -	- - -	- - -	53 13 4	- -	125 16 8	30 0 0	
Birkenhead, St. Mary's, R.C. 6	1,101 0 0	1857	20 9 6					
Bollington - - N.S. 10	*250 0 0	1839	13 16 2	230 10 0	108 15 0	668 16 8	152 18 0	
„ - - - „	50 0 0	1852	*a* 6 13 4					
„ - - - „	324 0 0	1856						
„ Night School	- - -	- - -	- - -	- - -	- -	10 0 0		
Bollington - Wes. 4	- - -	- - -	6 5 8	54 2 6	- -	132 0 0	89 10 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bollington Cross - N.S. 10	241 0 0	1845	8 17 1½	16 17 6	- -	- -	20 16 0	
Boughton, St. Paul's N.S. 7	- -	- -	- -	24 0 0	- -	- -	15 0 0	
Bowden - - - N.S. 7	- -	- -	2 16 8½	93 0 0	- -	15 0 0	12 16 0	
Bradwell Reformatory - 8	- -	- -	1 13 4½	- -	- -	- -	- -	48 12 0
Bredbury, St. Mark's N.S.	322 10 0	1850	3 6 8					
Brighton, New - N.S. 8	- -	- -	- -	49 6 8	- -	15 0 0		
Broken Cross, St. Thomas' - - N.S. 9	59 0 0	1849	- -	18 16 8	- -	- -	6 19 0	
" - "	41 0 0	1857						
Buglawton - - N.S. 10	230 0 0	1844	5 13 9½	85 10 0	- -	75 0 0	32 3 0	
" - -	3 0 0	1853						
" Night School N.S. 10	- -	- -	- -	- -	- -	6 10 0		
Bunbury, Endowed N.S. 11	50 0 0	1857	2 10 0½	35 10 0	- -	31 10 0	13 13 0	
Carrington - - N.S. 6	- -	- -	2 0 0	130 12 6	- -	- -	9 12 0	
Cheadle - - - N.S. 7	*90 0 0	1837	4 7 6	82 10 0	- -	146 0 0	47 10 0	
Chester, Ch. Ch. - N.S. 6	150 0 0	1842	6 10 3½	16 6 8	- -	6 5 0	3 0 0	
" " - "	7 12 0	1849						
" " - "	21 0 0	1856						
Chester, Grosvenor - N.S. 6	- -	- -	4 3 4½	83 7 6	- -	139 5 0	14 8 0	
Chester, Model School - 5	- -	- -	6 18 2½	116 18 4	- -	158 11 8	6 12 0	
Chester, Ragged and Industrial - - - 2	- -	- -	- -	- -	- -	- -	- -	80
Chester, St. Mary's - N.S. 6	516 0 0	1847	7 16 11½	80 18 0	- -	119 0 0	23 15 9	
" " - "	4 13 0	1848						
" " - "	172 0 0	1857						
Chester, St. Oswald's N.S. 6	- -	- -	4 16 0½	96 5 0	- -	342 0 0	24 5 0	
Chester, St. Werburgh's - - R.C. 6	- -	- -	- -	18 15 0	- -	- -	5 8 0	
Christleton - - Par. 6	208 16 0	1857	3 6 8	98 0 0	- -	102 1 8	43 14 0	
Clutton - - - N.S.	*50 0 0	1838	1 0 0					
Coatbrook - - N.S.	30 0 0	1848						
Congleton, St. James' N.S. 9	300 0 0	1845	11 2 5¼	128 1 8	87 1 8	628 8 4	29 11 0	
" " - "	12 5 0	1849						
" " - "	52 1 8	1852						
" " - "	4 0 0	1852						
" Night School, N.S.	- -	- -	- -	- -	- -	10 0 0		
Congleton, St. Peter's N.S. 9	- -	- -	5 9 0¼	- -	- -	162 0 0		
Congleton, St. Stephen's N.S. 9	367 0 0	1849	6 0 6	9 3 4	- -	22 18 4		
Congleton, Wagg Street Wes. 3	- -	- -	2 2 0½	57 10 0	- -	76 6 8	9 16 0	
Coppenhall - - N.S. 7	36 0 0	1843	- -	- -	- -	- -	4 4 0	
" - -	17 6 8	1856						
Cranage, Blue Coat - N.S. 11	- -	- -	2 3 3½	23 7 6	- -	44 4 2	11 1 0	
Crewe - - - N.S. 6	- -	- -	16 11 5½	354 5 0	- -	1,651 17 6	157 11 0	
Crewe - - - R.C. 6	- -	- -	3 11 8	23 16 8	- -	63 0 0	27 19 0	
Crewe Green - Ch. of E. 8	- -	- -	- -	- -	- -	- -	14 1 0	
Dane Bridge - - N.S. 7	529 4 0	1855	5 12 6½	37 10 0	- -	85 10 0	37 7 0	
Davenham - - N.S. 11	864 0 0	1857	4 9 4	50 16 8	- -	110 0 0	43 18 0	
Delamere Forest - N.S. 8	150 0 0	1847	- -	37 2 6	- -	32 10 0	6 3 0	
" -	26 0 0	1855						
Dukinfield, Factory B.S. 10	- -	- -	12 9 1	- -	- -	372 10 0	22 13 0	
Dukinfield, Moravian School - - - - 11	352 2 6	1853	1 18 2	133 0 0	- -	401 5 0	42 19 0	
Dukinfield, St. John's N.S. 9	600 0 0	1845	7 1 9	174 13 4	- -	842 2 6	55 7 0	
" " - "	14 17 6	1856						
Dukinfield, St. Mark's N.S. 10	496 0 0	1848	3 19 11½	110 5 0	96 13 4	410 12 6	56 0 0	
" " - "	2 7 0	1848						
" " - "	42 0 0	1850						
" " - "	56 13 4	1855						
" - "	107 10 0	1857						
Dukinfield, St. Mark's, "Lower," Infants N.S.	113 0 0	1850						
Eastham - - - N.S. 4	316 1 1	1855	1 14 6	- -	- -	- -	4 4 0	

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CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wilmslow, Port - N.S. 7	45 0 0	1845	- - -	30 0 0	- -	- -	3 5 0	
Winsford - - - N.S.	80 0 0	1849						
Woodford - - - N.S.	124 0 0	1850	1 0 0					
Woodsbrook - N.S. 6	- - -	- - -	- - -	126 2 6	- -	268 6 0	30 0 0	
Wrightsham, Endowed Grammar School - 6	4 9 4	1848	- - -	52 10 0	- -	136 15 0	16 11 0	
Wrightsham, G. & I. - N.S. 6	*100 0 0	1877	3 1 4½	105 0 0	- -	213 8 4	22 5 0	
" " - "	73 10 8	1852						
" " - "	26 0 0	1852						
Wybersley-cum-Newton - N.S. 8	456 0 0	1849	2 13 0¾	- - -	- -	79 3 4		
Wybersley - - - N.S. 7	300 0 0	1857	- - -	7 10 0				
Wybunbury, Ch. - N.S. 7	156 0 0	1846	5 15 11	191 5 0	- -	658 10 0	103 8 0	
" - - "	12 0 0	1847						
" - - "	35 0 0	1851						
" - - "	45 0 0	1855						
Wybunbury - - N.S. 11	- - -	- - -	- - -	26 0 0	- -	51 10 0	8 6 0	
Yarnworth - - N.S. 8	175 0 0	1845	1 13 4	- - -	- -	100 0 0	10 5 0	
Yardley - - Ch. of E. 5	- - -	- - -	- - -	- - -	- -	- - -	4 5 0	
Yarwood - - N.S. 11	*78 0 0	1834	3 14 2¾	8 15 0	- -	- - -	23 2 0	
Yeardsley - - N.S.	- - -	- - -	1 1 4½					
Yelverton - - N.S. 5	100 0 0	1847	- - -	- - -	- -	- - -	5 6 0	
Yeoldbury - - Ch. of E. 9	- - -	- - -	- - -	12 10 0	- -	- - -	5 10 0	
Yellingworth - - N.S. 11	222 0 0	1846	3 19 1½	- - -	- -	- - -	23 3 0	
" - - "	18 0 0	1856						
Yoyle Lake - - N.S. 7	70 0 0	1844	3 16 2	17 10 0	- -	183 15 0	17 11 10	
" - - "	9 8 6	1854						
" - - "	68 10 8	1854						
" - - "	109 0 0	1856						
Hulme Walfield - N.S. 6	- - -	- - -	- - -	- - -	- -	- - -	6 7 0	
Hurdsfield, Upper - N.S. 10	400 0 0	1841	7 6 0½	2 10 0	- -	279 0 0	8 0 0	
" " - "	50 0 0	1844						
" " - "	20 0 0	1845						
Hurdsfield, Lower, Infants - N.S. 10	350 0 0	1845	5 2 2½	84 2 6	- -	276 3 4	34 0 0	
" " - "	6 8 0	1851						
" " - "	19 6 0	1856						
Hurdsfield " - Night S. 10	- - -	- - -	- - -	- - -		18 0 0		
Hurley - - - N.S.	54 0 0	1851	1 10 0½					
Hyde, Flowery Field School - 2	- - -	- - -	10 16 5½	12 10 0	- -	2 8 4		
Hyde, St. George's - N.S. 9	*300 0 0	1836	2 19 10½	39 13 4	- -	15 0 0	26 16 6	
Hyde, St. Philip's N.S.	60 0 0	1846	1 9 8½					
Kettlesholme - - N.S.	207 0 0	1856	2 18 11					
Kingsley - - - N.S.	120 0 0	1847						
" - - "	59 5 0	1853						
Lostford " - - Par. 11	- - -	- - -	1 5 9½	27 10 0	- -	29 0 0	28 16 0	
Latchford, Infant - N.S.	100 0 0	1844						
" " - "	15 16 0	1854						
Lawton (Church), Boys - - - N.S. 6	12 13 4	1856	0 18 8	37 10 0	- -	- - -	12 18 0	
Lawton (Church), Girls and Infants N.S. 5	105 0 0	1844	6 6 4¾	10 0 0	- -	582 18 4	56 16 0	23 5 0
Lees - - - N.S.	*35 0 0	1839	1 13 3½					
Lawton, Infants - N.S.	45 0 0	1842						
Leighton and Minshull Vernon - N.S. 9	21 0 0	1846	5 3 9½	- - -	- -	183 13 4		
" - "	78 0 0	1850						
Leonard - - - N.S. 7	150 0 0	1842	3 4 6¾	95 16 8	- -	15 0 0	18 12 0	
Leonard, St Alban's R.C. 11	- - -	- - -	2 13 4½	21 10 0	- -	- - -	22 10 0	
Lostock Gralam - N.S. 6	120 0 0	1852	2 0 9	70 0 0	- -	149 1 8	34 18 0	
Lostock - - - N.S. 6	- - -	- - -	2 16 2¾	52 10 0	- -	75 0 0	26 18 0	
Macclesfield, Ch. Ch. - - N.S. 12	200 0 0	1841	13 0 5¾	162 16 8	- -	430 0 0	42 8 0	
" " " - "	175 0 0	1846	a10 0 0					
" " " - "	14 0 0	1846						
" " - "	56 17 4½	1856						
Macclesfield, Ch. Ch. (Crompton Road) N.S. 10	232 0 0	1850	4 0 9¾	12 7 6	- -	15 0 0	28 6 0	
" " - "	21 6 8	1857						

a Scientific apparatus.

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CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Macclesfield, Old Church, or Town N.S. 11	34 0 0	1846	*5 16 8	*217 10 0	48 15 0	463 10 0	27 11 0	
" " " "	20 0 0	1847?						
" " " "	22 0 0	1856						
Macclesfield, St. Peter's N.S. 9	405 0 0	1846	- -	16 5 0	- -	- -	2 17 0	
" "	31 3 4	1856						
Macclesfield, St. Alban's R.C. 6	- -	-	- -	11 15 1½	16 10 0	- -	177 0 10	10 10 0
Macclesfield, St. Paul's N.S. 10	417 0 0	1851	6 14 5¾	66 5 0	- -	131 10 0	28 1 0	
" " " "	6 2 8	1856						
" " " "	16 6 0	1857						
Malpas (Allport's Endowed) - N.S. 11	- -	-	4 11 3¾	55 12 6	- -	33 6 8	10 16 0	
Marlston-cum-Lache N.S.	*20 0 0	1838						
Marple - - - N.S. 9	*160 0 0	1838	6 11 4½	6 13 4	- -	148 0 0	35 4 0	
Marple (HighLane) N.S. 7	152 0 0	1847	2 19 8½	- -	- -	- -	22 3 0	
Marton - - - N.S.	46 0 0	1843	0 15 2					
Mere (Mrs. Langford Brooke's) - N.S. 11	- -	-	2 0 0½	10 0 0	- -	15 0 0	13 0 0	
Middlewich - - N.S. 6	*70 0 0	1835	4 4 3½	81 5 0	- -	166 5 0	13 8 0	
" "	1,111 10 0	1855						
Middlewich " - Wes. 10	- -	-	- -	15 0 0				
Mossley - - N.S. 10	250 0 0	1845	3 12 0	49 10 0	- -	- -	8 8 0	
Mottram-in-Longdendale - N.S.	20 13 0	1853	8 6 8					
Moulton - - N.S.	38 0 0	1843	0 13 1					
Nantwich - - N.S. 6	*240 0 0	1838	19 5 0	165 10 10	- -	705 5 10	19 10 0	
" " "	55 0 0	1850						
" " "	119 15 6	1855						
Nantwich - - Wes. 10	500 0 0	1857	6 12 2¾	79 12 6	- -	609 3 4	45 7 0	
Newton-in-Mottram N.S. 9	500 0 0	1843	1 11 2	28 15 0		29 0 0	15 6 0	
" " "	36 0 0	1847						
Neston - - - N.S. 7	- -	-	2 13 4¾	- -	- -	- -	3 12 0	
Norbury - - N.S. 11	20 0 0	1845	2 18 0¼	- -	- -	- -	8 10 0	
" " "	61 0 0	1853						
" " "	44 0 0	1855						
Northenden " - N.S.	40 0 0	1841						
Northwich, Arley Green - - N.S. 7	- -	-	- -	9 0 0				
Northwich - - Wes. 10	- -	-	6 12 11	69 15 0	- -	269 10 0	64 8 0	
Over - - N.S. 7	- -	-	1 2 3½	21 5 0	- -	- -	3 6 0	
Over Lane - - Wes. 10	- -	-	4 15 6¾	66 5 0	- -	113 0 0	38 19 0	
Oxton - - - N.S. 7	517 6 8	1853	13 10 10½	113 15 0	87 10 0	139 5 0	44 11 0	2 18 9
" " "	25 0 0	1855						
Poynton - - N.S. 10	- -	-	16 0 7¾	141 7 6	187 10 0	847 10 10	100 10 0	
Rainow - - N.S.	150 0 0	1843	1 10 8½					
" " "	20 0 0	1843						
Rostherne - - N.S. 11	- -	-	- -	32 15 0	- -	- -	15 0 0	
Rudheath - - N.S. 11	- -	-	2 19 7¾	11 5 0	- -	- -	2 5 0	
Runcorn - - N.S. 12	- -	-	5 2 8¾	28 15 0	- -	147 0 0	14 8 0	
Runcorn, Holy Trinity N.S. 12	308 0 0	1848	10 3 4¼	114 16 8	- -	483 8 4	11 4 0	
" " "	59 0 0	1856						
Runcorn - - - Wes. 10	486 0 0	1849	18 13 0½	43 15 0	- -	526 10 0	29 9 0	
" " "	23 10 0	1857						
Saltney-cum-Lache N.S. 7	22 0 0	1854	7 1 4½	53 12 6	- -	63 0 0	31 8 0	12 14 2
" " "	40 0 0	1855						
" " "	129 0 0	1856						
Sandbach - - N.S. 6	250 0 0	1842	19 1 8	157 5 0	20 0 0	1,946 3 4	95 7 0	38 10 0
" - - "	20 0 0	1845						
" - - "	40 0 0	1848						
" - - "	180 10 0	1850						
" - - "	125 13 4	1856						
Seacombe - Wes. 12	735 0 0	1856	11 16 8¾	37 18 4	- -	15 0 0	20 6 0	
Shadow Moss - N.S.	*30 0 0	1840						
Sharstone - - N.S. 11	- -	-	- -	- -	- -	- -	3 19 0	

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		Amount.	Date of Payment.						
CHESHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
lington and spesthorne	N.S. 10	150 0 0	1813	3 7 6	143 6 8	34 3 4	309 15 0	29 6 0	3 10 0
„ „	„	17 10 0	1856						
llwood	N.S. 10	100 0 0	1846	1 4 3½	41 5 0	- -	- -	25 19 0	
„ „	„	10 10 0	1855						
ley, St. Paul's	N.S. 10	500 0 0	1843	5 6 1½	- -	- -	920 13 4	50 15 0	
„ „	„	100 0 0	1852						
Y Millbrook, St. Paul's	7	256 0 0	1848	1 17 1	- -	- -	75 12 6		
bridge, Fac-									
ry	B.S. 3	- -	-	15 1 3½	173 9 2	265 0 0	629 3 4	22 5 0	
port	B.S. 10	250 0 0	1845	16 2 1½	153 15 0	66 5 0	750 11 8	33 11 0	
port	N.S. 11	- -	-	- -	20 16 8	- -	14 3 4	11 16 0	
port	R.C. 6	- -	-	14 3 3	93 18 4	- -	572 3 4	49 10 0	
Night S.	„	- -	-	- -	- -	- -	50 0 0		
kport Ragged and dustrial	2	- -	-	- -	- -	- -	- -	- -	105 0 0[a]
kport, St. Peter's	N.S.	212 0 0	1845						
„ „	„	35 0 0	1846						
kport, St. Thomas'	N.S. 10	*560 0 0	1837	17 8 10½	88 15 0	- -	570 15 0	12 15 0	
„ „	„	*190 0 0	1837						
„ „	„	11 10 0	1849						
tton	N.S. 8	- -	-	1 11 6	229 15 0	- -	316 13 4	37 6 0	
ton (Higher) St. James',	N.S. 10	*150 0 0	1841	- -	26 5 0				
tton, St. George's	N.S. 11	250 0 0	1845	6 3 0½	- -	- -	174 6 8		
„ „	„	13 6 8	1849						
Sutton, St. George's Chapel	N.S.	*400 0 0	1836						
Sutton	N.S. 7	- -	-	2 11 1	7 10 0	- -	- -	6 18 6	
Tarporley	N.S. 6	304 0 0	1849	7 13 8½	24 3 4	- -	196 13 4	29 17 0	18 9 2
„ „	„	20 0 0	1855						
Tarvin	N.S.	*77 0 0	1840	1 10 6					
Tattenhall	N.S. 11	560 0 0	1855	1 18 10½	44 1 8	29 3 4	42 18 4	33 9 0	
Toxal and Fernilee	N.S. 10	214 0 0	1848	1 13 4½	105 0 0	- -	105 0 0	19 12 0	
Tilston	Ch. of E. 11	- -	-	- -	19 13 4	- -	100 10 0	15 4 0	
Timperley	N.S.	471 0 0	1856						
Tintwistle	N.S. 10	*195 0 0	1839	3 19 2½	11 5 0	- -	132 17 6	41 0 0	
„	„	100 0 0	1848						
„	„	13 17 4	1853						
„	„	5 0 0	1857						
Tintwistle	B.S. 10	200 0 0	1840	11 16 5½	- -	- -	382 0 0	49 4 0	
Trammere, Limekiln Lane,	Ch. of E. 7	150 3 4	1854	4 12 6½	56 11 8	- -	61 10 0	16 13 0	
Upton, St. Mary's	N.S. 7	70 0 0	1843	1 13 4½	- -	- -	- -	0 15 0	
Wilkinton	N.S.	45 0 0	1845						
Weaverham	N.S. 11	400 0 0	1857	3 4 2	55 0 0	- -	63 0 0	35 15 0	
Wharton	N.S. 9	165 0 0	1847	5 17 3½	52 10 0	- -	237 3 4	87 3 0	
„	„	39 18 6	1848	- -	*a*40 0 0				
„	„	33 0 0	1855						
„	„	13 0 0	1857						
Wilmslow, The Oak (Stvall)	B.S. 4	- -	-	- -	- -	- -	175 0 0		
Winsford	N.S. 9	150 0 0	1846	- -	57 10 0	- -	7 10 0	43 14 0	
Witton	N.S. 6	26 0 0	1855	- -	184 12 6	- -	1,125 8 9	86 5 0	
	„	167 10 0	1857						
Wrenbank	N.S.	*30 0 0	1834						
Woodford	N.S. 6	123 0 0	1848	2 3 1½	66 0 0	- -	36 9 2		
Worleston	N.S.	40 0 0	1853						
CORNWALL.									
Agnes, St.	B.S.	*250 0 0	1839						
„	„	126 10 0	1840						
Altarnun	N.S. 7	*32 0 0	1837	2 16 0½	- -	- -	52 10 0	11 8 0	
Austell, St.	N.S. 8	*150 0 0	1837	3 1 3½	43 0 0	- -	305 11 8	63 18 0	
„	„	16 19 6	1848						
„	„	25 0 0	1856						
Austell, St.	B.S.	*100 0 0	1835						

a Gratuity in lieu of retiring pension.

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		Amount.	Date of Payment.						
CORNWALL—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Baldiu	N.S. 7	120 0 0	1848	1 0 0	55 0 0	- - -	310 5 0	47 18 0	
Blazey, St.	N.S.	200 0 0	1845						
"	"	12 0 0	1849						
"	"	135 19 3	1857						
Bodmin	N.S. 7	- - -		- - -	30 10 0	- - -	- - -	9 12 0	
Bodmin	Wes. 6	- - -		- - -	3 19 9½ 126 10 0	- - -	286 18 4		
Boscastle	N.S. 7	50 0 0	1844	1 11 9	- - -	- - -	- - -	9 15 0	
Bottoms, St. Levan	Wes. 6	228 0 0	1850	5 2 4½	6 5 0	- - -	123 15 0	14 3 6	
Breage, St.	N.S. 8	*125 0 0	1840	5 0 7¼	103 11 8	- - -	179 10 0	53 13 0	
"	"	30 0 0	1845						
"	"	20 0 0	1850						
Breward, St.	N.S. 7	- - -		1 3 4	64 10 0	- - -	- - -	3 0 0	
Buryan, St.	N.S. 8	34 17 2	1850	6 0 11	78 10 0	- - -	133 5 0	5 7 0	
"	"	6 13 6	1853						
Callington	N.S. 5	120 0 0	1842	- - -	- - -	- - -	- - -	9 0 0	
Calstock	N.S. 4	- - -		6 6 4	48 15 0	- - -	55 0 0	10 13 0	
Camborne	N.S. 7	225 0 0	1845	2 4 6½	60 0 0	- - -	217 5 0	32 18 0	
"	"	20 0 0	1848						
"	"	61 17 0	1856						
Camborne	B.S. 6	*150 0 0	1835	8 9 10¾	12 1 8	- - -	378 15 0	27 10 0	
"	"	78 13 4	1856						
Camelford	N.S. 7	200 0 0	1854	2 16 0½	19 3 4	- - -	28 6 8	15 1 0	
Cardynham	N.S.	*50 0 0	1839						
Carn Thomas, St. Mary's	N.S. 7	- - -		- - -	37 10 0	- - -	209 10 0	21 10 0	
Chacewater	N.S. 7	180 0 0	1848	5 17 5	55 0 0	- - -	278 18 4	50 6 0	
"	"	20 0 0	1855						
Constantine	B.S. 6	*70 0 0	1838	9 6 9¾	40 16 8	25 0 0	632 14 2	74 2 0	
"	"	38 13 4	1855						
"	"	8 5 0	1855						
Creed, Boys	Par.	166 10 0	1854						
Crowan	N.S. 7	112 0 0	1845	2 18 9½	51 13 4	- - -	413 13 4	17 15 0	
Cubert	Ch. of E.	- - -		1 5 0					
Cusgarne	N.S.	60 0 0	1844						
Devoran	N.S. 7	65 0 0	1847	- - -	- - -		15 0 0	23 13 0	
Devyock	N.S. 12	80 0 0	1845	2 7 5½	- - -	- - -	20 8 4		
" "	"	4 8 6	1848						
" "	"	34 0 0	1859						
Dominick, St.	N.S. 6	- - -		- - -	- - -	- - -	- - -	1 4 0	
Erth, St.	Par. 7	80 0 0	1841	4 4 3½	139 10 0	- - -	425 8 4	18 18 0	
"	"	4 10 0	1848						
"	"	20 0 0	1850						
"	"	10 5 0	1855						
Ervan, St.	N.S.	200 0 0	1856	2 16 8					
Ewe, St.	N.S. 8	- - -		2 1 6	149 0 0	- - -	369 10 0	53 12 0	
Falmouth	B.S. 6	- - -		10 10 3¾	130 12 6	26 13 4	1,114 18 4	15 0 0	
Feock, St.	N.S. 7	65 0 0	1847	2 0 11	7 10 0	- - -	- - -	25 9 0	
Gwennap, Church Town	N.S. 8	*42 0 0	1840	6 14 7	*a* 9 3 4	- - -	84 0 0	12 18 0	
" "	"	14 1 4	1851						
" "	"	11 11 0	1857						
Hayle, Foundry S.	6	- - -		- - -	3 6 8	7 10 0	- - -	6 5 0	18 0 0
Helstone	Wes. 6	- - -		- - -	1 3 1½	191 6 8	- - -	151 5 0	8 19 0
Hessenford, St. Ann's	N.S. 7	2 6 0	1848	2 4 11¼	- - -	- - -	336 10 0	9 16 0	
" "	"	7 17 8	1850						
Illogan	N.S. 8	81 0 0	1846	6 11 6¾	195 5 10	52 10 0	466 15 5	62 10 0	
Ive, St.	N.S. 6	45 10 0	1843	- - -	- - -	- - -	- - -	7 9 0	
"	"	20 0 0	1844						
Ives, St.	N.S. 6	300 0 0	1847	2 5 11⅓					
Ives, St.	Wes. 6	- - -		11 19 9¾	193 8 4	28 6 8	578 13 4	41 8 0	
Just, St.	Wes. 6	155 0 0	1849	4 18 4½	7 10 0	- - -	51 11 8		
Just, St.	N.S. 8	193 0 0	1848	3 4 0¾	55 2 6	- - -	200 1 8	2 6 0	
Kenwyn, St. George's	N.S. 8	- - -		- - -	39 0 0	- - -	86 10 0		
Kilkhampton	N.S.	- - -		1 8 10					
Landulph	Par.	- - -		2 14 2¾					
Launcells	N.S.	60 0 0	1844	1 1 1					
Launceston and St. Thomas'	N.S. 5	*200 0 0	1840	1 16 0	20 0 0	- - -	579 0 0	9 12 0	
"	"	10 0 0	1849						
Launceston	B.S.	*100 0 0	1837						

a Retiring pension.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
		Amount.	Date of Payment.						
CORNWALL—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
rin - -	N.S.	120 0 0	1846	1 16 3½					
wannick -	Wes. 6	- - -	-	2 14 1	6 5 0	- -	21 5 0	19 14 0	
wtrenchard -	N.S.	66 0 10	1842						
ant - -	N.S.	70 0 0	1848	0 14 8					
keard - -	B.S. 6	*125 0 0	1835	9 0 0½	130 0 0	- -	580 13 4	21 5 0	
" - -	"	3 5 4	1849						
" - -	"	54 0 0	1856						
keard, Infant -	B.S. 6	- - -	-	- - -	4 3 4	- -	285 15 10		
dgvan - -	N.S.	*90 0 0	1836						
hyn, St. - -	N.S.	110 0 0	1847						
razion (Sir S. Cole's)	7	- - -	-	1 10 0¾	59 6 8	- -	77 3 4	10 10 0	
nheniot - -	N.S. 8	- - -	-	- - -	39 11 8	- -	67 10 0	41 0 0	
rrymeet - -	N.S. 8	50 0 0	1846	- - -	- - -	- -	- - -	24 5 0	
rwinstow - -	N.S.	70 0 0	1845						
usehole - -	Wes. 6	243 0 0	1848	10 14 0½	25 0 0	- -	504 6 8	48 18 0	
" - -	"	19 13 4	1851						
" - -	"	7 16 8	1853						
" - -	"	15 0 0	1856						
lor Bridge -	N.S. 8	- - -	-	11 16 3½	63 15 0	- -	640 1 8	51 0 0	
" - -	"	- - -	-	- - -	*a*25 0 0				
ynt" - -	N.S. 1	75 0 0	1843	- - -	- - -	- -	- - -	3 2 0	
deen - -	N.S. 8	241 10 0	1851	7 13 10½	7 3 4	- -	10 0 0		
rose - -	Ch. of E. 7	- - -	-	- - -	24 15 0	- -	- - -	2 13 0	
ryn - -	N.S. 8	*150 0 0	1838	3 18 3½	- - -	- -	294 10 0		
ryn - -	Wes. 6	144 0 0	1850	12 11 11½	42 5 0	- -	397 18 4	15 10 0	
" - -	"	83 0 0	1855						
nsilva - -	N.S. 6			2 1 8	5 0 0				
Penzance -	N.S.	*340 0 0	1835						
Penzance -	Wes. 6	- - -	-	9 10 4	114 2 6	- -	714 13 4	26 8 0	
Perranzabuloe	N.S.	90 0 0	1844	2 3 1					
Pillaton - -	N.S. 1	- - -	-	- - -	- - -	- -	- - -	3 3 0	
Polruan - -	N.S. 8	80 0 0	1843	1 12 6½	- - -	- -	65 0 0		
" - -	"	5 14 0	1849						
Porthleven -	N.S. 8	81 0 0	1846	- - -	- - -	- -	17 10 0		
Quethiock -	N.S.	*32 0 0	1840	0 16 5½					
Redruth - -	N.S. 8	- - -	-	8 7 6½	70 2 6	- -	368 0 0	43 5 0	
alash - -	N.S.	91 10 0	1842						
ancreed - -	N.S.	140 0 0	1844	1 5 4					
" - -	"	50 0 0	1845						
ly Isles, St. Mary's	N.S. 7	- - -	-	- - -	- - -	- -	167 15 0	14 4 0	
te-Clymsland -	N.S. 7	250 0 0	1853	4 8 9½	56 5 0	- -	270 10 0	52 2 0	
" " -	"	15 0 0	1854						
" " -	"	9 0 0	1855						
ratton - -	N.S. 6	180 0 0	1849	4 4 3	34 8 4	- -	210 11 8	29 16 0	
dieford - -	N.S. 1	119 0 0	1849	1 13 4½	- - -	- -	- - -	3 16 0	
Tintagel - -	N.S.	143 3 10	1855	1 0 7					
Tresco (Scilly) -	N.S. 7	- - -	-	- - -	55 10 0	- -	299 17 6	18 4 0	
Trevenson - -	N.S. 8	- - -	-	2 0 9½	177 0 0	35 8 4	544 0 0	71 15 0	
Trevenson-Pool -	N.S. 8	81 0 0	1846	7 7 2¾	97 6 8	- -	443 6 8	31 9 0	
" " -	"	42 0 0	1857						
Truro, Fairmantle Street (late Cornwall Central)	N.S. 8	36 0 0	1857	7 13 10½	293 14 2	- -	1,171 10 0	39 10 0	
Truro, St. Mary's -	N.S. 8	*120 0 0	1836	4 18 11	- - -	- -	340 6 8	22 16 0	
Truro - -	B.S. 6	*300 0 0	1839	20 10 8	154 18 4	- -	1,704 3 4	41 13 0	
Duckingmill, All Saints' -	N.S. 8	120 0 0	1846	4 11 11½	- - -	- -	142 6 8	42 10 0	
Wendreath -	N.S. 8	150 0 0	1842	2 7 10	121 13 4	- -	52 10 0	37 10 0	
" - -	"	30 0 0	1849						
Wall" - -	Wes. 6	- - -	-	7 10 11	6 5 0	- -	44 12 6	43 19 0	
Werrabstow -	N.S.	*30 0 0	1837						
Wendron - -	N.S.	*90 0 0	1837						
Weun, St. -	N.S.	160 0 0	1857	1 13 4½					
Zennor - -	N.S.	69 0 0	1841						
CUMBERLAND.									
Aconby - -	B.S.	100 0 0	1841						
Addallows -	Ch.S.	199 0 0	1855	2 14 2½					
" - -	"	33 17 0	1856						

a Retiring pension.

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	Amount.	Date of Payment.						
CUMBERLAND—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alston - - - N.S. 10	75 0 0	1844	4 9 7	40 3 4	- - -	287 13 4	15 5 0	
" - - - "	70 0 0	1845						
" - - - "	22 7 6	1852						
" - - - "	25 0 0	1854						
" - - - "	7 10 0	1854						
Aspatria - - - N.S. 10	15 0 0	1854	4 2 9¾	75 0 0	- - -	149 10 0	47 17 0	
Blencogo - - Ch. of E. 2	- - -	- - -	2 0 7	4 10 0				
Bolton - - - N.S.	264 0 0	1854	2 7 4					
Bothel - - - N.S.	- - -	- - -	3 4 0					
Brampton - - N.S. 10	647 0 0	1857	3 5 3	142 2 6	- - -	259 0 0	25 12 0	
Brampton Eng. Pres. 6	- - -	- - -	- - -	- - -	- - -	- - -	1 17 0	
Brigham - - - N.S. 10	- - -	- - -	2 6 1½	41 5 0	- - -	214 17 6	23 18 0	20 14 6
Braithwaite - - N.S.	- - -	- - -	1 6 8½					
Broughton, Great - N.S.	112 10 0	1847	2 1 4½					
Cargo - - - Ch. S. 12	116 0 0	1856	1 14 2½	13 15 0	- - -	- - -	6 14 0	
Carlisle - - - B.S. 6	*300 0 0	1835	8 0 11½	180 15 0	30 0 0	666 13 4	15 0 0	
" - - - "	54 0 0	1855						
Carlisle, Central - N.S. 10	- - -	- - -	16 6 6¾	148 1 8	- - -	530 10 0	23 17 0	
Carlisle, Ch. Ch. - N.S. 10	165 0 0	1842	11 15 4½	92 10 0	25 0 0	628 0 0	30 3 0	
" " - "	100 0 0	1847						
" " - "	60 0 0	1853						
Carlisle, Holy Trinity, N.S. 10	145 10 0	1843	5 0 0	51 3 4	- - -	643 3 6	7 4 0	
" " - "	25 0 0	1845						
" " - "	26 0 0	1852						
Carlisle, St. Patrick's R.C. 7	64 0 10	1855	7 9 10	62 15 0	- - -	173 2 6	35 2 0	
Carlisle, Shaddon Works - - - Ch.S. 10	- - -	- - -	6 10 10½	63 5 0	- - -	130 18 4	29 14 0	
Carlisle (The Fawcett) N.S. 10	334 0 0	1851	16 9 11½	182 10 0	- - -	520 15 0	45 11 6	
" " - "	18 6 4	1853						
Cleator - - - N.S. 10	- - -	- - -	- - -	20 12 6	- - -	65 10 0		
Cleator Mill - - B.S. 5	- - -	- - -	4 5 8	- - -	- - -	65 10 0		
Cockermouth - - N.S. 10	170 0 0	1845	14 10 3¾	153 5 0	- - -	517 17 6	34 13 0	
" - - - "	81 15 0	1855						
" - - - "	38 3 0	1855						
Cotehill - - - Ch.S. 12	97 10 0	1855	1 8 8	11 5 0	- - -	- - -	0 17 0	
Crosby, Cross Canonby N.S.	- - -	- - -	2 6 8					
Crosby-on-Eden - N.S. 10	66 10 0	1845	1 19 4½	39 5 0	- - -	35 16 8	10 1 0	
" - - - "	50 0 0	1846						
" - - - "	22 13 4	1854						
Crosthwaite - - N.S. 10	- - -	- - -	3 4 6	40 10 0	- - -	- - -	5 0 0	
Crosthwaite, Free Grammar School - - 10	- - -	- - -	- - -	15 0 0	- - -	130 10 0		
Cumberland Ref. S. - 6	- - -	- - -	- - -	- - -	- - -	- - -	- - -	92 6 8
Cumrew - - - N.S.	50 0 0	1846	1 3 4					
" - - - "	7 0 0	1846						
Dalston - - Ch. of E.	- - -	- - -	- - -	- - -	- - -	- - -	7 11 0	
Dacre - - - N.S.	*40 0 0	1836						
Dovenby - - - N.S.	100 0 0	1845						
Drumburgh - - N.S.	*45 0 0	1836	2 7 8½					
Fingland - - - N.S.	*30 0 0	1838						
Flimby - - - N.S.	- - -	- - -	2 0 9					
Frizington - - N.S.	*25 0 0	1839						
Garrigill Gate - B.S.	- - -	- - -	2 13 4					
Greystoke - - N.S. 10	- - -	- - -	4 2 4	- - -	- - -	98 6 8		
Harrington - Ch. of E.	- - -	- - -	2 0 11					
Hensingham - - N.S. 10	- - -	- - -	- - -	- - -	- - -	- - -	7 8 0	
Holme Cultram, Abbey Town - N.S.	- - -	- - -	1 6 8½					
Holme Cultram, Aldoth - - - N.S.	- - -	- - -	1 3 1½					
Holmehead - - - B.S. 5	- - -	- - -	- - -	57 10 0	- - -	250 18 4		
Hutton Mar - Ch. of E. 2	- - -	- - -	- - -	68 15 0	- - -	- - -		
Ireby, Grammar S. -	- - -	- - -	2 10 0					
Ive Gill - - - B.S.	30 0 0	1840						
Keswick, St. John's N.S. 10	- - -	- - -	- - -	8 5 0	- - -	176 13 4	27 5 0	
Kirkoswald - - N.S.	298 7 0	1857	2 1 1½					
Laversdale - Ch. of E.	284 0 0	1857						
Leadgate-in-Alston - N.S. 10	- - -	- - -	4 17 6	7 10 0	- - -	153 4 2	35 11 0	

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	Amount.	Date of Payment.						
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brackenfield - - N.S.	70 0 0	1845						
" - - "	35 0 0	1847						
" - - "	4 4 0	1847						
" - - "	13 13 0	1855						
" - - "	2 10 0	1857						
Brailsford - - N.S. 7	- - -	-	1 1 1½	111 3 4	- -	175 10 0	5 16 0	
Brampton, St. Thomas' - - - N.S. 7	- - -	-	1 11 3½	7 10 0	- -	10 0 0	2 2 0	
Breaston - - N.S.	144 0 0	1857						
Brimington - - N.S. 10	75 0 0	1841	- -	16 10 0				
" - - "	3 0 0	1847						
Broughton (Church) N.S.	- - -	-	1 9 0					
Buxton, Endowed - N.S. 9	- - -	-	2 14 11½	- -	- -	32 10 0		
Buxton - - - Wes.	92 10 0	1851	2 3 4½					
Castleton - - N.S. 8	- - -	-	- -	60 5 0	- -	15 0 0	24 10 0	
Chapel-en-le-Frith N.S. 7	*105 0 0	1840	3 16 2	61 5 0	- -	323 13 4	13 10 0	
" " - "	8 17 0	1847						
" " - "	17 0 0	1853						
Charlesworth - - N.S. 9	250 0 0	1851	3 8 7½	69 13 4	- -	75 0 0	13 3 0	
Charlesworth - - B.S. 4	- - -	-	- -	33 15 0	- -	187 10 0	43 11 0	
Chesterfield, Victoria - - - N.S. 7	160 0 0	1848	2 3 3	122 10 0	- -	395 18 4	46 19 0	
" " - "	30 0 0	1855						
Chesterfield, Old - N.S.	50 0 0	1847						
Chinley - - B.S.	*40 0 0	1835						
Clay Cross, St. Bartholomew's Par. 7	- - -	-	- -	22 10 0	- -	- -	14 12 0	
Clifton - - Ch. of E. 7	- - -	-	- -	- -	- -	- -	2 5 0	
Codnor and Loscoe N.S. 8	67 0 0	1842	3 13 9½	20 0 0	- -	- -	4 8 0	
" " "	52 0 0	1856						
Crich - - - N.S. 6	250 0 0	1848	2 0 8	22 10 0	- -	- -	2 1 0	
Derby - - - B.S. 11	450 0 0	1844	21 17 10½	138 3 4	- -	1,181 0 0	54 2 0	
" - - "	55 0 0	1856						
Derby, All Saints' - N.S. 8	*160 0 0	1837	12 5 5½	140 14 2	- -	244 10 0	26 19 0	
" " - "	10 14 6	1848						
" " - "	311 0 0	1852						
" " - "	9 6 0	1857						
Derby, Ch. Ch. - N.S. 9	250 0 0	1852	6 2 7½	75 12 6	- -	274 18 4	30 7 0	
" " - "	3 12 6	1857						
Derby, Curzon Street N.S. 8	355 0 0	1842	27 0 4	239 15 10	17 10 0	1,384 8 4	20 15 0	
" " - "	40 0 0	1845						
" " - "	12 0 0	1846						
" " - "	2 10 0	1847						
" " - "	20 0 0	1849						
" " - "	13 6 8	1850						
" " - "	7 0 0	1851						
" " - "	8 19 0	1853						
Derby, Diocesan Board -	- - -	-	12 4 11					
Derby, Holy Trinity, N.S. 8	250 0 0	1841	27 7 10½	163 10 0	150 0 0	2,419 10 0	63 12 0	
" " - "	306 0 0	1851						
" " - "	70 0 0	1853						
Derby, King Street, Wes. 11	- - -	-	5 5 11	81 18 4	- -	103 10 0	27 11 0	
Derby, Practising School 10	277 0 0	1855	- -	46 5 0	- -	46 10 0	8 5 0	
Derby, St. Alkmund's N.S. 8	211 0 0	1853	13 14 8½	93 19 2	- -	207 5 0	15 16 0	
Derby, St. Joseph's R.C. 9	- - -	-	7 14 8	- -	- -	278 0 0		
Derby, St. Mary's - R.C. 7	- - -	-	6 3 4	82 11 8	- -	94 3 4	42 10 0	
Derby, St. Michael's N.S. 8	- - -	-	3 9 3	37 11 8	- -	68 6 8	8 0 0	
Derby, St. Paul's - N.S. 7	234 15 0	1852	2 10 0	58 3 4	- -	42 18 4	51 0 0	
Derby, St. Peter's (Bag Lane), Infts. N.S. 7	*85 0 0	1840	1 12 5½	- -	- -	118 10 0		
Derby, St. Peter's (DevonshireStreet), Girls - - N.S. 7	*125 0 0	1839	4 13 6½	30 0 0	- -	59 8 4	15 0 0	
Derby, St. Peter's (Siddal's Lane), Infants - - N.S.	*160 0 0*a*	1834	2 13 5					
Derby, St. Peter's (Traffic Street), Boys - - - N.S. 7	124 0 0*b*	1847	5 16 8	12 10 0	- -	270 15 0	3 10 0	

a For Siddal's Lane and Traffic Street schools.
b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street schools.

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		Amount.	Date of Payment.						
DERBYSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
[illegible]	N.S.	20 0 0	1846	1 14 1½					
[illegible]ridge, - -	N.S. 8	- - -	-	- - -	16 10 0	- - -	146 0 10	16 17 0	
[illegible]cott and Wilne,	Par. 7	386 0 0	1854	4 18 2	26 5 0	- - -	- - -	28 3 0	
[illegible]ld, Endowed -	N.S. 7	21 0 0	1855	2 15 8½	50 0 0	- - -	30 0 0	28 16 0	
[illegible], Little - -	N.S. 8	50 0 0	1842	7 5 7½	122 1 8	- - -	270 4 2	67 14 0	
" " - -	"	15 0 0	1849						
" " - -	"	20 0 0	1849						
[illegible], Long - -	N.S.	- - -	-	3 1 8					
[illegible] - - -	N.S.	- - -	-	1 2 10					
[illegible]or - - -	N.S. 8	- - -	-	2 16 10	125 16 8	- - -	219 3 4		
[illegible] - - -	N.S.	- - -	-	1 1 4½					
[illegible]op - - -	B.S.	*225 0 0a	1836						
[illegible]op (Duke of Nor-									
[illegible]k's) - - -	B.S. 4	- - -	-	10 4 9½	10 0 0	17 10 0	36 5 0	18 10 0	
[illegible]op Evening S.	B.S.	- - -	-	- - -	- - -	- - -	10 0 0		
[illegible]field - - -	Wes. 11	- - -	-	7 14 8	60 0 0	- - -	45 13 4	43 1 0	
[illegible]wick - -	N.S. 10	- - -	-	- - -	15 0 0	- - -	- - -	2 2 0	
[illegible]rsage - -	N.S. 7	- - -	-	2 10 0	- - -	- - -	102 10 0	3 0 0	
[illegible]ersage - -	Wes. 12	- - -	-	1 3 10	12 0 0				
[illegible]ld - - -	N.S.	*116 0 0	1839						
[illegible]wood - -	N.S. 9	69 0 0	1846	1 1 2½	- - -	- - -	- - -	2 8 0	
[illegible] - - -	N.S.	68 0 0	1841	2 1 8½					
" - - -	"	1 16 4	1846						
[illegible]r - - -	N.S. 10	220 0 0	1848	4 17 2½	71 5 0	- - -	124 10 0	28 19 0	
" - - -	"	40 8 0	1856						
[illegible]ley, Endowed	N.S.	24 13 4	1849	3 6 1½					
" "	"	10 7 0	1857						
[illegible]ullard - -	N.S. 9	- - -	-	1 17 8½	- - -	- - -	- - -	4 15 0	
Ilkeston - -	N.S. 8	4 3 0	1847	3 14 0½	110 4 2	- - -	388 9 2	54 12 0	
" "	"	131 5 0	1851						
Ilkes[illegible]on - -	B.S. 12	200 0 0	1846	6 10 10	13 15 0	- - -	232 10 0	41 11 0	
Iron[illegible]le - -	N.S. 8	490 0 0	1852	8 0 0½	154 6 8	- - -	336 0 0	112 12 0	
Knivet[illegible]on - -	N.S.	53 0 0	1849						
[illegible]ang[illegible]y (Kirk) -	N.S.	40 0 0	1845						
- - -	"	5 9 10	1847						
Lea, [illegible]ublic School -	11	- - -	-	- - -	- - -	- - -	- - -	4 10 0	
Littl[illegible]over - -	N.S.	70 0 0	1845						
[illegible]ongford -	Par. 7	- - -	-	- - -	82 10 0	- - -	10 0 0	19 11 0	
Matl[illegible]ck Bath -	N.S. 7	205 0 0	1854	- - -	- - -	- - -	- - -	17 8 0	
[illegible]am - -	N.S. 5	*20 0 0	1837	5 12 8	138 0 0	- - -	422 10 0	29 13 0	
- - -	"	60 0 0	1847						
- - -	"	28 0 0	1851						
- - -	"	57 6 6	1855						
Melbourne - -	N.S. 8	- - -	-	3 15 3½	91 0 0	- - -	158 16 8	35 14 0	
Mick[illegible]over -	Ch.S.	- - -	-	1 0 8½					
Mid[illegible]leton - -	N.S.	75 0 0	1846						
Middleton (Stoney)	N.S. 10	- - -	-	- - -	59 5 0	- - -	- - -	16 3 0	
Milford - - -	B.S. 12	- - -	-	28 0 9	81 5 0	85 0 0	827 10 0	83 12 0	
Mo[illegible]wash - -	N.S. 8	- - -	-	1 0 1	- - -	- - -	- - -	1 13 0	
Mo[illegible]y - - -	N.S.	17 1 9	1850	1 13 4					
New[illegible]ll - -	N.S. 8	- - -	-	- - -	20 0 0	- - -	26 13 4		
New[illegible]ills - -	N.S.	300 0 0	1846						
New[illegible]ills - -	Wes. 4	- - -	-	3 13 4½	48 15 0	- - -	2 10 0	20 2 0	
Nor[illegible]nton (South)	N.S.	*64 0 0	1839						
[illegible]on -	Ch. of E.	- - -	-	- - -	14 3 4	- - -	- - -	4 5 0	
[illegible], Greenhill -	N.S.	46 0 0	1844	0 12 0½					
[illegible]oke - -	N.S. 8	200 0 0	1850	3 1 8	- - -	- - -	290 10 0	7 4 0	
" - -	"	11 0 0	1855						
[illegible]ston - -	N.S. 7	- - -	-	5 3 4½	69 5 0	- - -	310 15 0		
[illegible]rich - -	N.S.	- - -	-	1 13 4					
[illegible]mstone - -	N.S. 9	- - -	-	- - -	- - -	- - -	- - -	2 10 0	
R[illegible]lings - -	N.S. 8	345 0 0	1845	6 2 10½	97 10 0	- - -	104 3 4	18 0 0	
[illegible]reway - -	N.S. 8	*80 0 0	1837	1 10 0½	- - -	- - -	- - -	7 5 0	
[illegible]ley - - -	Wes. 12	- - -	-	4 3 4	- - -	- - -	32 10 0		
Ripley, Boys - -	N.S. 7	800 0 0	1856	3 16 9½	178 0 0	- - -	296 0 0	13 10 0	
" - -	"	200 0 0	1857						
[illegible]ley, Girls - -	N.S. 7	- - -	-	- - -	12 10 0	- - -	15 0 0	5 5 0	
[illegible]pton - -	N.S. 10	80 0 0	1853	- - -	19 10 0	- - -	15 0 0	5 10 0	

a School pulled down, and part of proceeds of sale of material, with interest, (165*l.* 8*s.* 1*d.*,) repaid to Lords of Her Majesty's Treasury.

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DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Shardlow - - Par. 7	- - -	-	3 9 6½	103 5 0	- -	226 12 6	42 9 0	
Shirebrook - - N.S.	83 5 0	1852						
Shirland - - - N.S. 8	133 10 0	1851	2 3 4	35 0 0	- -	15 0 0		
Shirley - - - N.S. 10	62 0 0	184.	2 2 0½	41 5 0	- -	86 17 6	22 2 0	
" - - - "	8 14 8	1846						
" - - - "	26 6 8	1856						
Smalley - - - N.S. 9	35 0 0	1848	4 3 7½	163 11 8	- -	276 1 8	5 18 0	
" - - - "	153 0 0	1848						
Spink-Hill, Mount St. Mary's - - R.C. 7	- - -	-	5 17 2½	66 5 0	- -	82 10 0	50 19 0	
Spondon - - N.S. 8	183 0 0	1840	- - -	27 10 0	- -	113 6 8	1 10 0	
Stanton-by-Dale Abbey - - N.S. 8	263 0 0	1854	1 17 7½	11 13 4	- -	15 0 0	26 3 0	
Stapenhill - - N.S. 7	- - -	-	4 10 10½	44 8 4	- -	32 10 0	11 7 0	
Staveley - - - N.S.	200 0 0	1844						
Staveley Works School 7	- - -	-	- - -	10 8 4				
Sudbury (Lady Vernon's) - - - N.S. 8	- - -	-	- - -	176 3 4	- -	359 16 8		
Tansley - - - N.S. 9	60 0 0	1842	1 6 0½	10 0 0	- -	15 0 0	37 16 0	
" - - - "	1 2 4	1847						
" - - - "	60 0 0	1849						
Tibshelf - - - N.S. 7	- - -	-	1 16 11					
Tideswell - - N.S.	255 0 0	1847						
" - - - "	50 0 0	1850						
Turnditch - - N.S.	75 0 0	1847						
Whitfield - - - N.S.	300 0 0	1848	5 0 0					
Whittington, End. - Par.	144 0 0	1849	3 13 7½					
Wirksworth - - N.S. 9	234 0 0	1852	5 2 8	25 0 0	- -	29 0 0	27 4 0	
Yeaveley - - - N.S.	26 10 0	1842						
" - - - "	32 0 0	1847						
DEVONSHIRE.								
Appledore - - N.S. 6	130 0 0	1844	2 0 0½	15 0 0	- -	417 1 8	17 12 0	
" - - - "	2 0 0	1846						
" - - - "	6 6 8	1852						
Ashburton, Infants - N.S.	*38 0 0	1838						
Ashton - - N.S.	*37 0 0	1839	1 0 0					
Aveton-Gifford - N.S.	- - -	-	5 16 8½					
Awliscombe - - N.S. 4	*36 0 0	1840	- - -	- -	- -	- -	3 10 0	
Axminster - - N.S. 4	158 0 0	1850	5 10 5½	82 5 0	- -	527 0 0	87 8 0	
Axmouth - - - N.S. 4	8 11 4	1853	3 16 11½	73 15 0	- -	77 19 0	24 11 0	
" - - - "	10 10 0	1856						
Barnstaple - - N.S. 5	*100 0 0	1835	- - -	39 8 4	- -	261 3 4	6 4 0	
Barnstaple, Blue Coat Boys, Endowed - - 5	- - -	-	- - -	- - -	- -	164 10 0		
Barnstaple, Holy Trinity - - - N.S. 6	345 0 0	1849	7 0 0	21 5 0	- -	108 16 8		
Barnstaple - - Wes. 11	- - -	-	10 5 0½	97 7 6	- -	144 10 0	29 5 0	
Beaworthy - - N.S.	*25 0 0	1834						
Berryn Arbor - - N.S. 5	126 0 0	1848	1 4 2	- - -	- -	- -	12 18 0	
Bickleigh - - N.S.	55 0 0	1842						
" - - - "	4 13 4	1853						
Bideford, Longbridge N.S. 5	125 0 0	1849	3 5 9½	83 6 8	- -	585 3 4	16 0 0	
Bideford - - - B.S. 12	*240 0 0	1837	13 10 4½	127 12 6	64 3 4	628 13 4	24 6 0	
" - - - "	86 1 7	1856						
Blackauton - - N.S.	*37 0 0	1836						
Bovey Tracey - - N.S. 4	*87 0 0	1835	2 13 11	- - -	- -	36 5 0	6 13 0	
Bradninch - - N.S.	*99 0 0	1838						
" - - - "	25 0 0	1850						
" - - - "	27 18 0	1855						
Brampford Wood, Reformatory - 3	- - -	-	- - -	14 6 8	- -	- - -	- -	139 3 9R
Bratton Clovelly - N.S.	*65 0 0	1838	1 6 4					
Bratton Fleming - - N.S. 6	65 0 0	1841	1 18 4	- - -	- -	- - -	16 3 0	
Brixham, Endowed Ch.S. 4	50 0 0	1854	4 10 0½	53 12 6	- -	273 10 0	6 10 0	
Brixham, Infant School - 4	- - -	-	- - -	- - -	- -	59 6 8	12 0 0	

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DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brixham - - - B.S. 11	- - -		- - -	12 10 0	- -	- -	14 6 0	
Broadclyst - - N.S. 5	- - -		- - -	5 0 0				
Buckfastleigh - - N.S.	189 0 0	1842						
Buckfastleigh - - B.S.	*170 0 0	1835						
Buckland, Egg - N.S.	123 0 0	1848						
Buckland, West - N.S. 6	70 0 0	1846	- - -	- - -	- -	- -	6 19 0	
" " - "	20 0 0	1847						
" " - "	20 0 0	1854						
Budeaux, St. - - N.S.	*40 0 0	1837						
Burrington, N. - N.S.	332 0 0	1857						
Butterleigh - - N.S.	26 0 0	1844						
Cadeleigh - - N.S.	40 0 0	1842						
Castle Hill - - N.S. 6	- - -		- - -	36 5 0	- -	60 0 0	29 19 0	
Chagford - - - Par. 5	- - -		2 2 0½	27 13 4	- -	55 16 8	30 4 0	
Cheriton, Bishop - N.S.	*25 0 0	1833						
Chevithorne - Ch. of E.	250 0 0	1857						
Chittlehampton - N.S. 6	- - -		3 4 10½	- -	- -	100 0 0	7 12 0	
Chumleigh - - B.S.	*50 0 0	1836						
Colebrooke - - N.S.	*140 0 0	1835						
Collumpton - - N.S. 4	21 0 0	1853	4 13 10½	23 15 0	- -	32 10 0	12 0 0	
Colyton - - Ch. of E.	*92 0 0	1836						
Colyton Rawleigh - N.S.	60 0 0	1841						
Combmartin - - N.S. 5	104 15 6	1854	4 12 11½	20 0 0	- -	121 5 0	24 12 0	
Countess Weir - N.S. 4	100 0 0	1854	- - -	- - -	- -	- -	7 16 0	
Culmstock - - N.S. 3	*70 0 0	1840	- - -	- - -	- -	- -	5 17 0	
Dartmouth, St. Petrox - - N.S. 11	- - -		- - -	- - -	- -	- -	14 2 0	
Dawlish - - - N.S. 8	- - -		- - -	- - -	- -	281 16 8	57 5 0	
Devon and Exeter, Central - - - N.S. 3	- - -		12 4 2½	234 16 8	- -	770 10 0	24 4 0	
Devonport, Royal Naval and Military Free S. 12	653 0 0	1849	15 9 2½	116 10 0	- -	1019 13 4	68 10 0	
" "	250 0 0	1854						
" "	35 0 0	1857						
Devonport, St. James' N.S. 3	- - -		4 15 10	109 8 4	- -	332 11 8	11 19 0	
Devonport, St. Mary's N.S. 4	- - -		5 0 0	46 0 0	- -	119 5 0	7 4 0	
Devonport, St. Stephen's - - N.S. 4	- - -		3 2 10	134 17 6	- -	413 0 0	26 3 0	
Dittisham - - N.S. 4	75 0 0	1844	1 3 7	15 0 0	- -	95 0 0	12 2 0	
" - - "	17 10 0	1847						
Down, West - - N.S.	50 0 0	1842						
Drewsteignton - - N.S.	- - -		4 7 3½	- -	- -	91 13 4		
Elmore - - - B.S. 12	- - -		7 14 2	23 0 0	28 6 8	744 0 10	11 11 0	
Ermington - - N.S. 4	69 10 0	1841	1 8 0½	- - -	- -	- -	29 0 0	
" - - "	75 0 0	1848						
Exbourne - - N.S.	*60 0 0	1840						
Exeter - - - N.S. 3	- - -		17 4 8½	30 0 0	- -	1023 12 6	24 10 0	
Exeter - - - B.S.	*150 0 0	1837						
Exeter, Episcopal Charity School 3	- - -		13 9 1½	229 2 6	- -	958 10 0		
Exeter, Mint Lane Wes. 12	300 0 0	1848	13 16 10	197 13 4	32 1 8	897 4 7	25 15 0	
" " - "	35 0 0	1854						
Exeter, St. James' N.S. 8	200 0 0	1845	4 19 6½	88 9 2	- -	276 5 0	7 16 0	
" " - "	3 2 0	1847						
" " - "	13 16 0	1853						
" " - "	8 0 0	1854						
Exeter, St. Sidwell's N.S. 4	467 0 0	1854	7 14 11½	67 0 0	- -	164 17 6	13 9 0	
" " - "	33 0 0	1856						
Exeter, St. Thomas' P.U. 12	- - -		- - -	- - -	- -	141 13 4		
Exeter, Workhouse Sch. 11	- - -		- - -	- - -	- -	97 10 0		
Exmouth - - - N.S. 3	- - -		- - -	- - -	- -	284 0 0		
Gulworthy (Duke of Bedford's) - - " 4	- - -		- - -	3 15 0	- -	- -	3 18 0	
Halberton - - N.S. 4	100 0 0	1845	2 19 10½	18 15 0	- -	287 10 0	65 16 0	
" - - "	9 18 0	1852						
" - - "	40 0 0	1854						
" - - "	156 0 0	1856						
Hampton, High - N.S.	*35 0 0	1835						

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DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harberton Ford - - N.S.	137 0 0	1850	2 8 0½					
Hatherleigh - - N.S.	*112 0 0	1839						
Hollacombe - - B.S.	*45 0 0	1836						
Holsworthy - - Wes. 11	150 15 0	1855	5 13 2½	65 0 0	- -	124 10 0	24 18 0	
Holsworthy - - N.S. 6	100 0 0	1847	3 8 4	- -	- -	6 5 0	27 7 0	
" - - "	15 0 0	1855						
Honiton - - B.S.	*150 0 0	1834						
Hooe, West - - N.S. 4	- -	-	2 9 2	3 15 0	- -	18 15 0	7 4 0	
Horrabridge, Secular School - - - 11	- -	-	3 2 9½	67 10 0	- -	83 0 0	56 13 0	
Huish, North - - N.S. 3	63 0 0	1846	- -	- -	- -	- -	8 10 0	
" " - - "	12 13 4	1857						
Ide - - - N.S. 3	- -	-	- -	11 13 4	- -	- -	14 8 0	
Ilfracombe - - N.S. 5	228 0 0	1857	3 5 11½	141 10 0	- -	476 7 6	35 16 0	
Instow - - N.S.	117 0 0	1856						
Ivybridge - Ch. of E. 3	- -	-	- -	- -	- -	- -	14 8 0	
Kelly - - N.S. 5	- -	-	- -	- -	- -	55 16 8	14 15 0	
Kenn - - Ch. of E. 3	- -	-	- -	17 10 0	- -	19 16 8	14 14 0	
Kentisbeare - - N.S. 4	- -	-	1 9 5½	17 10 0	- -	18 15 0		
Kingsbridge and Dodbrooke - - N.S. 4	134 0 0	1850	4 15 2½	47 15 0	- -	124 0 10	25 18 0	
Kingsbridge and Dodbrooke - - B.S. 12	103 0 0	1842	1 9 8½	141 1 8	- -	497 19 2	77 9 0	
" " - "	100 0 0	1845						
" " - "	9 10 8	1848						
" " - "	31 0 0	1854						
Kingskerswell, St. Mary's - - N.S.	280 0 0	1856						
Lamerton - - N.S. 4	- -	-	2 5 0	- -	- -	13 15 0		
Lensden - - N.S. 11	- -	-	- -	8 6 8	- -	- -		
Loxhore - - N.S. 5	40 0 0	1843	1 1 9½	13 6 8	- -	- -	4 0 0	
Lympston - - N.S. 4	- -	-	- -	18 15 0	- -	18 15 0	6 18 0	
Lynton - - N.S.	100 0 0	1843						
Marychurch, St. - N.S. 3	- -	-	5 0 0½	121 5 0	- -	213 3 4	43 19 0	
Mary-Tavy, St. - N.S. 5	- -	-	4 3 4½	53 3 4	- -	- -	18 18 0	
Mary-Tavy, St. - B.S.	*100 0 0	1837	2 7 6½					
Meavy - - N.S.	*25 0 0	1837						
" - - "	30 0 0	1846						
Membury - - N.S.	51 0 0	1842	0 4 0					
" - - "	10 0 0	1848						
Milton Abbot, (Duke of Bedford's), Boys' Free School - - - 4	- -	-	3 5 2	232 11 8	- -	328 10 10		
Milton Abbot, Girls, N.S. 4	60 0 0	1848	1 5 2	- -	- -	142 10 0	18 12 0	
Modbury - - N.S.	*100 0 0	1836						
" - - "	77 0 0	1854						
Molton, North - N.S. 5	- -	-	1 7 6½	5 0 0				
Molton, South - N.S. 6	- -	-	2 17 4	123 1 8	- -	207 10 0	4 9 0	
Molton, South - Wes. 12	- -	-	3 17 4½	129 0 0	- -	115 0 0	14 19 0	
Molton, South - Inft. S. 12	- -	-	4 0 0½	25 16 8	- -	137 10 0	42 6 0	
Morchard, Bishop's Ch. of E. 4	- -	-	- -	6 5 0	- -	7 10 0	15 0 0	
Northam - - N.S. 6	*90 0 0	1836	2 2 3	4 11 8	- -	325 16 8	34 9 0	
Nos-Mayo - - N.S.	100 0 0	1844	1 4 0½					
" - - "	11 0 0	1849						
Nympton, Bishop's - N.S.	50 0 0	1842						
Offwell - - N.S.	- -	-	1 4 10	- -	- -	- -	3 16 0	
Okehampton - - N.S. 6	*82 0 0	1837	3 3 4½	42 18 4	- -	28 15 0	45 13 0	
" - - "	44 0 0	1855						
Ottery, St. Mary's - N.S. 3	- -	-	1 16 7	- -	- -	- -	7 10 0	
Paignton - - N.S. 5	84 0 0	1846	2 15 2½	- -	- -	198 13 4	27 6 0	
" - - "	5 10 0	1854						
Petherwyn, North - N.S.	80 0 0	1845						
Pilton - - N.S. 6	*100 0 0	1841	- -	- -	- -	76 13 4		
Plymouth (Charles Parish) - - N.S. 4	600 0 0	1847	26 17 1	204 5 0	55 0 0	1,664 15 0	110 16 0	
" - "	26 5 5	1851						
" - "	8 6 8	1856						
" " - "	882 12 0	1857						

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	Amount.	Date of Payment.						
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Plymouth, Ch. Ch. - N.S. 3	177 0 0	1850	1 0 0	11 13 4	- -	104 11 8	8 5 0	
" " - "	4 6 8	1857						
Plymouth, Free - B.S. 12	11 13 8	1848	4 8 1½	48 8 4	22 10 0	2,997 3 0	68 12 0	
" " - "	95 15 0	1849						
" " - "	300 0 0	1851						
" " - "	80 13 4	1854						
" " - "	14 0 0	1855						
Plymouth, Holy Trinity - - - N.S. 4	270 0 0	1855	7 9 7¾	63 7 6	- -	217 1 8	18 11 0	
Plymouth, St. Andrew's Chapel - N.S. 4	- -	- -	4 3 9	32 15 0	- -	169 3 4		
Plymouth, The Grey School - - - - 4	- -	- -	3 15 11½	66 0 0	- -	36 5 0		
Plympton, St. Mary's, Ridgway District N.S. 4	- -	- -	2 17 6	54 3 4	- -	389 13 4	56 1 0	
Plymstock - - N.S. 4	55 12 0	1857	3 13 5	3 15 0	- -	110 0 0	3 0 0	
Radden Chapel - N.S. 5	- -	- -	- -	5 0 0	- -	5 0 0		
Rose Ash - - - N.S.	65 0 0	1847						
Salcombe, near Kingsbridge - - - N.S. 11	150 0 0	1848	- -	- -	- -	- -	7 16 0	
Sampford Peverell - N.S.	100 0 0	1850						
Sandford - - - N.S. 3	- -	- -	- -	54 0 0	- -	137 1 8		
Shebbeare - - N.S.	*30 0 0	1836						
Sidmouth, All Saints' N.S.	161 0 0	1849	2 3 7½					
Silverton - - - N.S.	111 0 0	1848						
Stoke Gabriel - - N.S.	50 0 0	1843						
" " - - "	4 10 0	1853						
" " - - "	17 0 0	1857						
Stoke Damerel - - B.S. 12	*90 0 0	1836	6 3 4½	56 15 0	- -	309 16 8	38 1 0	
Stokenham - - N.S. 4	- - -	- - -	4 3 4½	16 5 0	- -	16 5 0	6 4 0	
Stonehouse, East - N.S. 3	17 6 8	1852	10 3 9½	120 18 4	- -	408 18 4	11 14 0	
" - - "	7 5 0	1856						
Stonehouse - - R.C. 6	- - -	- - -	- -	9 3 4	- -	12 1 8	16 10 0	
Stonehouse - - Wes. 12	- - -	- - -	- -	43 0 0	- -	197 5 0		
Tavistock - - - N.S. 4	415 0 0	1847	16 3 2	161 15 0	- -	843 14 2	19 15 0	
Tavistock - - - B.S. 12	- - -	- - -	10 12 9½	149 5 0	- -	762 3 4	45 7 0	
Tawton, Bishop's - N.S.	66 10 0	1843						
Teignton, Bishop's Ch. of E. 5	- - -	- - -	- -	- -	- -	37 14 2	39 10 0	
Teignton, King's - N.S. 4	183 0 0	1848	2 6 8¾	- -	- -	114 9 7	8 0 0	
" " - "	3 12 6	1854						
Thorverton - - N.S. 4	140 0 0	1843	1 19 10½	65 6 8	- -	54 11 8	14 11 0	
Tipton, St. John's - N.S.	50 0 0	1843						
Tiverton - - - N.S. 4	- - -	- - -	- -	18 15 0	- -	7 10 0	3 0 0	
Tiverton, B., G., & I. B.S. 12	- - -	- - -	22 11 0¾	151 15 0	91 13 4	2,286 13 4	33 11 0	
Tiverton (Bampton Street), Infants - B.S. 12	- - -	- - -	5 0 0½	96 6 8	- -	403 0 0	4 5 0	
Topsham - - Wes. 11	- - -	- - -	2 3 4½	87 0 0	- -	52 10 0	47 13 0	
Tor, Yonge - - N.S. 3	250 0 0	1847	7 14 9½	44 3 4	- -	161 0 0		
" " - - "	36 0 0	1847						
" " - - "	15 6 5	1853						
" " - - "	47 0 0	1854						
Torrington, Black - N.S.	*40 0 0	1836						
Torrington, Great - B.S.	*150 0 0	1835						
Torquay - - - N.S. 4	- - -	- - -	3 12 8	103 10 0	- -	659 8 4	26 1 0	
Turnchapel - - N.S. 4	- - -	- - -	- -	2 10 0				
Ufflculme - - - N.S. 4	- - -	- - -	- -	47 8 4	- -	33 15 0		
Up-Ottery - - N.S.	125 0 0	1844						
" - - - "	1 16 0	1847						
Upton, Boston Fields N.S.	85 0 0	1856						
Upton Pyne - - N.S. 3	- - -	- - -	1 19 6½	63 6 8	- -	70 10 0	40 18 0	
Warkleigh - - N.S.	47 10 0	1847						
Whimple - - - N.S.	96 0 0	1850	1 0 2					
Willand - - - N.S.	70 0 0	1845						
Winkleigh - - N.S.	64 0 0	1841						
Witheridge - - N.S.	95 0 0	1847	0 19 11½					
" - - - "	82 0 0	1847						
Withycombe Rawleigh - - - N.S.	49 5 10	1842						

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		Amount.	Date of Payment.						
DEVONSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wolborough and Highweek	N.S. 4	150 0 0	1844	7 6 8¾	- -	- -	102 5 0	21 0 0	
" "	"	10 0 0	1850						
" "	"	9 17 4	1857						
Woodbury, (Broadmead's), Endowed School	- 12	- -	-	2 2 11	39 1 8	- -	141 18 4	39 1 0	
Yarnscombe	N.S.	51 0 0	1848						
DORSETSHIRE.									
Allington	N.S.	*80 0 0	1839						
Alton Pancras	N.S.	75 0 0	1847	2 2 3½					
" "	"	25 0 0	1848						
Athelhampton	B.S. 5	- -	-	1 12 9¼	5 0 0	- -	5 0 0	16 10 0	
Beaminster	N.S. 9	- -	-	- -	44 3 4	- -	52 17 0	10 13 0	
Black Down	N.S.	60 0 0	1847						
" "	"	22 0 0	1847						
Blandford, Boys	N.S. 7	130 0 0	1847	8 12 7½	125 5 0	- -	519 16 8	49 14 0	
" "	"	14 13 4	1852						
Blandford, Girls	N.S. 7	- -	-	3 6 7½	54 0 0	- -	210 16 8	30 13 2	
Blandford	B.S.	150 0 0	1841						
Bradford Peverell, Ch.	S. 7	- -	-	- -	27 10 0	- -	27 5 10	8 0 0	
Bridport (B. G. & I.), General School	- 10	261 0 0	1850	12 0 10½	123 15 0	- -	871 10 0	94 16 0	
" "		18 0 0	1853						
" "		500 0 0	1855						
Bredy, (Long) and Kimpton Russell	N.S. 7	157 0 0	1856	2 0 0	16 5 0	- -	- -	13 7 0	
Broadmayne	N.S.	48 0 0	1846						
Broadwindsor	N.S. 2	150 0 0	1844	2 2 11	46 5 0	- -	222 5 0	15 13 0	
Burton, East	N.S.	38 0 0	1843						
Cann, St. Rumbold's	N.S.	70 0 0	1846						
" "	"	1 2 6	1848						
Cattistock	N.S. 7	45 0 0	1841	- -	26 13 4	- -	- -	3 7 0	
Chardstock, Indust.	N.S. 3	*100 0 0	1839	- -	- -	- -	- -	- -	16 5 0
" "	"	150 0 0	1850						
Chideock	N.S.	117 0 0	1849	1 6 8					
Compton, Nether and Over	N.S. 2	114 0 0	1849	1 11 4	20 16 8	- -	75 0 0	13 5 0	
" "	"	7 13 4	1853						
Corfe Castle	N.S. 7	- -	-	5 4 10½	58 15 0	- -	221 10 0	68 7 6	
Corfe Castle	B.S. 5	*295 0 0	1834	4 12 1	- -	- -	359 14 2	42 2 0	
Corscombe	N.S. 3	5 5 7	1850	- -	10 0 0	- -	73 3 4		
Critchill More	Ch. of E. 7	- -	-	- -	16 0 0				
Dorchester, B. & G.	N.S. 10	*80 0 0	1835	13 8 10¼	88 7 6	- -	666 0 0	47 12 0	
Enmore Green	N.S. 12	- -	-	1 4 9	43 1 8	- -	175 12 6		
Farnham	N.S.	*35 0 0	1837						
" "	"	20 0 0	1849						
Fordington, West	Par. 9	- -	-	- -	8 13 4	- -	- -	4 10 0	
Gillingham	N.S. 11	- -	-	4 1 5	113 10 0	- -	160 0 0	10 17 0	
Godmanstone	N.S.	75 0 0	1850						
Halstock	N.S. 1	*47 0 0	1839	2 4 6½	- -	- -	- -	4 6 0	
" "	"	30 0 0	1845						
" "	"	0 18 0	1846						
Handley	N.S. 5	- -	-	1 0 11½	13 6 8				
Hawkchurch	N.S.	10 0 0	1845						
Herston, Infts.	Ch. of E. 7	112 0 6	1856	- -	- -	- -	- -	9 7 0	
Hinton Martell, Ch.	of E. 9	- -	-	- -	- -	- -	- -	19 1 0	
Hinton, St. Mary's	N.S.	70 0 0	1844						
Hinton (Tarrant)	N.S. 7	- -	-	1 19 2½	10 0 0	- -	15 0 0	12 0 0	
Holt	N.S. 9	200 0 0	1844	2 4 0	- -	- -	- -	8 6 0	
Ibberton	N.S.	*25 0 0	1835						
Iwerne Minster	N.S.	*60 0 0	1839						
Kingston	N.S. 7	*40 0 0	1836	6 17 0½	77 10 0	- -	129 11 8	38 8 0	
Kington Magna	N.S. 11	150 0 0	1855	1 3 0½	- -	- -	- -	19 12 10	
Langton-Matravers	N.S. 7	70 0 0	1845	2 6 8	15 0 0	- -	48 6 8	39 14 8	
		6 13 4	1855						
Longfleet	N.S. 7	- -	-	1 13 4	20 0 0	- -	- -	11 13 0	

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		Amount.	Date of Payment.						
DORSETSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lyme Regis	N.S. 4	15 0 0	1855	3 18 8½	76 5 0	- -	159 7 6	32 1 0	
Lyme Regis	B.S. 7	*150 0 0	1837	1 18 0½	- -	- -	295 0 0		
" "	"	15 16 0	1852						
" "	"	7 0 0	1854						
Lytchet Minster	N.S.	*43 0 0	1839						
" "	"	3 12 0	1846						
Maiden Newton and Frome Vauchurch	N.S. 7	66 0 0	1842	4 1 11	83 6 8	- -	163 10 0	44 4 9	
Marshwood	N.S. 2	51 0 0	1843	1 2 9½	- -	- -	31 9 2	9 9 0	
" "	"	6 0 0	1845						
Melplaish	N.S.	105 0 0	1850						
Milton Abbas	N.S. 1	- - -	- - -	- - -	12 0 0				
Monkton Wyld	Ch. of E. 3	- - -	- - -	- - -	13 6 8	- -	- - -	10 18 0	
Morecombe Lake	N.S.	81 0 0	1847						
Netherbury	N.S. 10	- - -	- - -	- - -	25 10 0	- -	- - -	3 5 0	
Okeford, Child	N.S. 9	80 0 0	1847	1 10 0	- -	- -	- - -	8 8 0	
Osmington	N.S. 9	*45 0 0	1837	1 13 4½	38 10 0	- -	137 11 0	11 15 0	
" "	"	12 10 0	1852						
Piddletrenthide	N.S. 7	- - -	- - -	1 9 10½	26 5 0	- -	51 5 0	2 12 0	
Pimperne	N.S. 7	- - -	- - -	2 10 0	- -	- -	- - -	13 12 0	
Poole	N.S. 7	*150 0 0	1835	6 6 11½	36 13 4	- -	10 0 0	10 5 0	
" "	"	46 0 0	1857						
Portland, St. John's	N.S. 10	40 0 0	1843	8 6 8½	7 10 0				
Portland, Convict Prison School	6	- - -	- - -	7 17 4½	50 16 8	- -	63 3 4	19 11 0	
Portland, St. George's	B.S.	- - -	- - -	5 5 10½					
Portland	Wes.	- - -	- - -	3 0 0½					
Powerstock	N.S. 10	- - -	- - -	1 4 2½	- -	- -	75 0 0	14 18 0	
Preston	N.S. 9	- - -	- - -	1 4 2½	53 11 8	- -	73 6 8		
Rampisham	N.S. 7	105 0 0	1846	0 9 5	19 13 4	- -	169 11 8	5 14 0	
Shaftesbury	B.S.	*100 0 0	1840						
Shaftesbury Holy Trinity	N.S. 11	103 0 0	1848	7 19 1	140 10 0	- -	551 16 10	6 16 0	
" "	"	13 10 0	1856						
Sherborne (Horsecastles Lane)	N.S. 2	1,193 0 6	1857	18 2 11½	31 5 0	- -	441 13 4	67 17 0	
" "	"	15 5 0	1857						
Sherborne Newlands	N.S. 2	- - -	- - -	1 11 4	27 1 8	- -	145 18 4	20 7 0	
Sherborne Literary Institution, Eveng.	S.	- - -	- - -	3 3 7					
Sherborne Long Street, Boys	B.S. 10	- - -	- - -	5 0 10½	18 15 0	- -	152 0 0	16 6 0	
Stalbridge	N.S. 11	- - -	- - -	1 16 10½	43 6 8	- -	157 0 0	24 13 0	
Stinsford and Bockhampton	N.S. 9	85 0 0	1849	1 2 0½	- -	- -	- - -	7 9 0	
Stourpaine	N.S.	50 0 0	1841	1 10 0					
Stower, East	N.S. 11	- - -	- - -	1 11 1	46 13 4	- -	100 0 0	6 10 0	
Stower Provost and Todbere	N.S. 12	125 0 0	1850	2 8 1½	- -	- -	52 10 0	13 13 0	
" "	"	16 6 8	1855						
Sturminster, Newton	N.S.	500 0 0	1855						
Sutton-Waldron	N.S. 11	- - -	- - -	2 9 10½	110 7 6	- -	180 5 0	0 6 0	
Swanage	N.S. 7	- - -	- - -	1 10 1	11 5 0	- -	30 12 6	22 8 0	
Tollard Royal	Ch. of E.	- - -	- - -	1 6 6					
Verwood	N.S. 7	105 0 0	1847	- - -	16 13 4	- -	222 4 2		
" "	"	2 13 6	1853						
Wareham	N.S. 7	- - -	- - -	13 10 11½	140 0 0	- -	745 18 4	81 9 8	
Wareham	B.S. 5	- - -	- - -	2 15 10½	31 10 0	- -	32 10 0	24 8 0	
Wareham and Purbeck	P.U. 11	- - -	- - -	- - -	- -	- -	9 3 4		
Weymouth	B.S. 6	- - -	- - -	1 11 2	- -	- -	128 0 0	11 2 0	
Weymouth, Holy Trinity	N.S. 9	330 0 0	1854	10 3 11½	101 18 4	- -	323 13 4	47 16 0	
Weymouth and Melcombe Regis	Ch. S. 9	80 0 0	1854	11 4 8½	69 5 0	- -	628 0 0	49 5 0	

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DORSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whitchurch Canonicorum - - N.S. 1	100 0 0	1841	- - -	24 0 0	- -	258 16 8	11 12 0	
" " - - "	31 12 6	1849						
Wimborne Minster - N.S. 7	200 0 0	1843	13 10 7½	177 0 0	- -	853 6 8	79 10 10	
Winterbourne Whitchurch - - - N.S. 9	*30 0 0	1835	1 0 0	- -	- -	- -	10 19 0	
Wool - - - N.S.	- -	- -	1 18 8					
Wyke Regis - Ch. of E. 10	- -	- -	- - -	21 5 0	- -	- -	4 16 0	
DURHAM.								
Auckland, Bishop, St. Ann's - - N.S. 5	260 0 0	1856	3 11 9½	21 13 4	- -	100 6 8	5 5 0	
Auckland, Bishop (Bishop Barrington's School) - - 5	- -	- -	5 9 5½	- -	- -	92 16 8	16 0 0	
Auckland, Bishop, St. Helen's - - B.S. 6	- -	- -	- -	- -	- -	- -	19 13 0	
Auckland, West - N.S.	110 0 0	1852						
Barlow - - Ch. of E. 5	- -	- -	- -	- -	- -	- -	16 16 0	
Barnard Castle - N.S. 3	90 0 0	1840	10 1 7¾	115 0 0	- -	894 11 8	37 1 0	
" " - "	50 0 0	1849						
" " - "	25 0 0	1854						
Barnard Castle, Victoria, Infants - B.S. 5	*100 0 0	1838	2 17 8	- -	- -	9 13 4		
Barnard Castle - Wes. 5	- -	- -	6 11 4½	86 5 0	- -	220 10 0	51 2 0	
Belmont - Ch. S. 3	24 0 0	1853	10 1 5	47 10 0	- -	70 10 0	31 18 0	
Billingham - Ch. S. 3	103 0 0	1853	2 0 0					
Birtley - - - R.C.	- -	- -	1 16 0					
Byers Green - - N.S. 4	50 0 0	1841	2 0 2	56 5 0	- -	193 11 8	48 6 0	
" - - "	329 0 0	1855						
Castle Eden, Colliery - - - N.S.	163 10 0	1844						
" - "	50 0 0	1847						
Castle Eden, (Mrs. Burdon's) - - N.S. 4	- -	- -	- - -	20 6 8	- -	71 13 4	6 0 0	
Chester-le-Street - N.S. 3	120 0 0	1842	9 0 9½	36 13 4	- -	196 6 8	41 5 0	
" - "	73 10 0	1856						
Collierley " - - N.S. 4	75 0 0	1846	4 4 9½	58 10 0	- -	22 5 0	18 15 0	
" - - "	22 0 0	1855						
Coundon - - N.S. 5	100 0 0	1842	3 10 0½	35 0 0	- -	9 13 4	9 11 0	
" - "	33 0 0	1857						
Crook, Pease's West, B.S. 6	- -	- -	10 15 0	- -	- -	61 18 4	15 16 0	
Darlington - Wes. 5	- -	- -	2 18 4½	37 13 4	- -	239 15 0		
Darlington, Blackboy Colliery, Ch. S. 5	- -	- -	5 3 8½	85 0 0	- -	301 13 4	45 13 0	
Darlington (Bridge Street) - - B.S. 6	100 0 0	1841	11 9 10	76 13 4	- -	678 10 0	12 10 0	
" - "	40 0 0	1854						
Darlington " (Feetham's) - - - B.S. 5	- -	- -	1 16 10	30 0 0	- -	123 0 0		
Darlington, Holy Trinity - - N.S. 3	230 0 0	1846	14 11 7	208 6 8	- -	845 1 8	25 5 0	
" " - "	132 10 0	1851						
" " - "	20 0 0	1854						
" " - "	4 4 0	1855						
" " - "	15 0 0	1857						
Darlington (Kendrew Street) - - B.S. 5	- -	- -	7 11 6½	20 13 4	- -	207 5 0		
Darlington, St. Augustine's - R.C. 7	- -	- -	5 12 9	127 17 6	- -	200 11 8	12 9 0	
Darlington (Skinnergate Street) - B.S. 6	- -	- -	2 1 9¾	103 15 0	- -	504 3 4		
Deptford, St. Andrew's - - N.S. 6	160 0 0	1843	5 18 5½	79 5 10	- -	89 0 0	15 17 0	
" " - "	30 0 0	1849						
" " - "	17 13 4	1857						

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	Amount.	Date of Payment.						
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Durham - Wes. 7	- -	- -	5 2 0½	27 0 0	- -	15 0 0	17 10 0	
Durham, Blue Coat N.S. 3	- -	- -	14 2 3½	211 2 6	- -	918 8 4	20 10 0	1 12 0
Durham, St. Cuthbert's - - - R.C. 7	- -	- -	5 12 9	145 10 0	- -	392 13 4	22 16 0	
Durham, St. Oswald's - - N.S. 3	220 0 0	1845	1 18 5½	107 3 4	- -	404 3 4	17 5 0	
" " - "	185 15 0	1853						
" " - "	25 0 0	1854						
" " - "	*40 0 0	1839	8 5 5	94 10 0	31 5 0	177 2 6	24 2 0	
Eaglescliffe - - N.S. 4	52 0 0	1851						
" - - "	9 10 0	1855						
" - - "								
Eighton Banks - N.S. 4	- -	- -	3 2 0½	15 2 6	- -	32 10 0	10 3 0	
Escomb - - N.S. 6	90 0 0	1849	5 9 7½	16 10 0	- -	52 10 0	6 7 0	
Etherley - - N.S.	*40 0 0	1834						
Ferry Hill - - N.S.	98 0 0	1848						
Framwellgate Moor N.S.	50 0 0	1846						
Gateshead - - N.S.	252 0 0	1842						
Gateshead, Sunday and Infants - N.S.	*140 0 0	1837						
Gateshead, Our Lady and St. Wilfred's - - R.C.	- -	- -	2 13 4					
Greatham - - N.S.	*30 0 0	1836						
" - - "	30 0 0	1847						
Greenside - Ch. of E. 6	- -	- -	- -	4 2 6	- -	- -	7 7 0	
Hartlepool, Holy Trinity, Dist. Ragged S.	- -	- -	1 14 0					
Hartlepool, St. Bega's R.C. 11	- -	- -	5 19 11	- -	- -	- -	- -	25 10 0
Hartlepool, St. Hilda's R.C. 8	- -	- -	2 17 1	109 13 4	- -	168 0 0	18 19 0	
Hendon, St. Pauls' N.S. 7	671 0 0	1856	13 6 8¾	40 8 4	- -	78 8 4	14 17 0	
Hetton-le-Hole - N.S	*110 0 0	1840						
Heworth, near Gateshead - - N.S.	*58 0 0	1837						
Heworth, St. Alban's, Windy Nook - N.S.	*85 0 0	1838						
" " - "	60 0 0	1843						
Holmside - - N.S.	42 0 0	1847						
" - - "	30 0 0	1849						
Holy Island - - N.S.	44 0 0	1841						
Houghton-le-Spring Wes.	115 8 4	1852	6 1 8					
Houghton-le-Spring, St. Michael's - N.S. 3	- -	- -	13 15 0¾	229 15 0	- -	836 6 8	56 16 0	
Houghton-le-Spring, St. Michael's - R.C. 8	- -	- -	3 5 5	113 5 0	- -	- -	13 11 0	
Hunwick - - N S. 4	72 0 0	1850	1 18 0	33 2 6	- -	74 11 8	19 1 0	
" " - "	32 4 0	1855						
Hurworth-on-Tees Wes. 5	- -	- -	3 16 8½	35 0 0	- -	118 16 8	17 16 0	
Hylton, North - N.S.	37 10 0	1852						
Hylton, South - N.S.	*110 0 0	1837						
Lamesley - - N.S. 4	- -	- -	7 3 9¼	135 4 2	- -	254 0 0	54 14 0	
Ludworth " - N.S.	120 0 0	1849	1 0 5					
Lumley - - N.S. 3	- -	- -	4 0 8½	33 0 0	- -	100 5 0	23 9 0	
Lynesack, St. John's N.S.	152 10 0	1853						
Lynesack and Softley, B.S.	*50 0 0	1840						
Middleton-in-Stranton - - - N.S.	50 0 0	1840						
Middleton-in-Teesdale - - - N.S.	*45 0 0	1841						
Newbottle, St. Matthew's - - N.S. 3	- -	- -	6 1 11	147 6 8	- -	247 10 0	46 3 0	
Newfield - - N.S.	200 0 0	1841						
" - - "	38 6 8	1856						
Pelton - - - N.S. 3	40 0 0	1848	2 18 3½	- -	- -	32 10 0		
" - - "	126 0 0	1851						
Ryhope, Village Ch. of E. 5	- -	- -	- -	5 0 0				
Sacriston - - N.S.	60 0 0	1845	2 13 7					

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DURHAM—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Seaham Harbour - N.S.	6	*40 0 0	1837	[a]16 8	130 12 6	45 16 8	145 3 4	111 10 0	
" - - "		273 0 0	1849						
" - - "		80 0 0	1856						
Seaton Carew - N.S.	4	115 0 0	1844	5 0 3	152 5 0	- -	225 0 0	25 16 0	
" - - "		13 5 0	1854						
Sherburn Hill - N.S.	4	45 0 0	1845	1 14 10½	- -	- -	51 5 0	6 0 0	
" - - "		20 0 0	1850						
" - - "		15 15 0	1855						
Shields, South, Holy Trinity - - N.S.	6	*200 0 0	1837	13 13 11	97 1 8	- -	876 18 4	4 10 0	
Shields, South (Jarrow's Chemical Works) B.S.	5	- -	- -	17 2 1	260 7 6	16 13 4	621 11 8	4 17 0	
Shields, South, Old Charity, or St. Hilda's N.S.	6	- -	- -	- -	75 0 0	- -	75 0 0	7 16 0	
Shields, South (Union) B.S.	6	*225 0 0	1835	13 18 0½	180 6 8	- -	940 0 0	31 0 0	
Shields, South, St. John's, Saville Street - Sess.	5	400 0 0	1848	4 10 10½	198 3 4	20 0 0	548 8 4		
" - - "		- -	- -	[a]18 4 8					
Shields, South, St. Stephen's - - N.S.	6	568 5 0	1853	13 14 5½	90 1 8	63 6 8	233 2 6	23 4 0	
Shildon - - - N.S.		*55 0 0	1837	1 1 3½					
" - - - "		70 0 0	1841						
" - - - "		45 0 0	1847						
Shildon, New - B.S.		206 12 3	1857						
Shincliffe - - N.S.	3	82 0 0	1840	1 17 10½	35 0 0	- -	76 10 0	29 16 0	
South Church - N.S.	5	200 0 0	1848	4 0 0½	64 12 6	- -	300 10 0	49 13 0	
" - - "		37 4 0	1854						
South Church, Inf. B.S.	6	- -	- -	2 0 0	- -	- -	- -	6 0 0	
Southwick - - N.S.	6	*150 0 0	1837	4 15 3½	48 15 0	- -	87 1 8	35 16 0	
" - - "		9 13 4	1853						
Spennymoor - - N.S.	4	100 0 0	1840	3 16 8½	13 6 8	- -	- -	21 12 0	
" - - "		13 4 0	1854						
Staindrop - - N.S.	4	79 11 6	1855	2 14 2½	45 0 0	- -	55 0 0	21 13 0	
Stainton (Barnard Castle) - - N.S.	3	- -	- -	- -	30 0 0	- -	29 3 4	37 2 0	
Stainton, Great - N.S.	3	54 0 0	1848	1 0 0	6 5 0	- -	23 7 6	4 13 0	
" - - "		9 6 8	1855						
Stella, St. Cuthbert's, or Blaydon - - N.S.	3	452 0 0	1854	8 4 9½	125 0 0	55 0 0	310 2 6	87 13 0	
" "		112 3 0	1856						
Stella - - Night S.	3	- -	- -	- -	- -	- -	10 0 0		
Stella - - - R.C.	8	279 0 0	1856	4 16 0	64 10 0	- -	180 0 0	35 4 0	
Stockton-on-Tees, Holy Trinity, Boys N.S.	3	24 0 0	1857	- -	33 6 8	- -	15 13 4	6 12 0	
Stockton-on-Tees (Industrial) - N.S.	3	350 0 0	1850	7 15 0½	92 11 8	- -	422 5 0	3 0 0	
" " - "		90 0 0	1855						
Stockton-on-Tees, St. Thomas', Central N.S.	4	300 0 0	1847	8 7 9½	87 10 0	- -	150 15 10	7 10 0	
" "		3 0 0	1857						
Stockton-on-Tees - B.S.	6	100 0 0	1841	5 15 11	71 5 0	- -	283 1 8	17 8 0	
Sunderland (the Gray S.)	6	*90 0 0	1836	19 15 9½	197 10 0	- -	929 10 0	27 15 0	
- - -		1150 0 0	1857						
Sunderland - - B.S.		30 0 0	1840						
Sunderland, St. Mary's R.C.	7	- -	- -	12 12 8½	169 3 4	- -	731 0 10	24 8 0	
Sunderland, Whitburn Street - - Wes.	6	- -	- -	8 13 2½	50 17 6	- -	41 5 0	14 11 0	
Sunderland, Nicholson Street - - Wes.	6	- -	- -	4 18 0½	42 10 0	- -	58 11 8	1 5 0	
Sunderland, Trimdon Street - - - Wes.	6	- -	- -	3 14 8	59 2 6	- -	- -	6 4 0	
Tanfield - - - N.S.	4	100 0 0	1844	1 13 5	40 0 0	- -	34 16 8	21 5 0	
Thornley - - N.S.		75 0 0	1845						
Thornley Colliery - N.S.		- -	- -	1 8 2					
Thornley, St. Godric's R.C.	8	- -	- -	2 0 0	- -	- -	- -	18 15 0	
Tow Law - - - N.S.	6	400 0 0	1849	5 10 8½	45 5 0	- -	167 10 0	48 0 0	
" - - - "		7 4 0	1851						

a Scientific apparatus.

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DURHAM—*cont.*			£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Washington		Par. 6	- - -	- -	2 13 4	- - -	- - -	6 5 0		
Washington, Chemical Works		6	- - -	- -	- - -	6 5 0				
Wearmouth, Bishop,		Ch.S. 6	777 6 8	1854	- - -	36 0 0	45 16 8	24 10 0	15 5 0	
Wearmouth, Bishop Infants		N.S. 6	150 0 0	1847	10 0 0	34 16 8	- - -	51 13 4		
Wearmouth, Bishop, Rectory Park		N.S. 3	- - -	- -	- - -	29 3 4	14 11 8			
Wearmouth, Colliery School		6	- - -	- -	7 16 10½	3 6 8				
Wearmouth, Monk		N.S. 6	180 0 0	1848	10 13 5	64 12 6	- - -	254 15 0	22 15 0	
Whitburn		N.S. 1	371 2 0	1857	- - -	- - -	- - -	- - -	9 8 0	
"		"	25 0 0	1857						
Whorlton		N.S. 4	- - -	- - -	1 10 0½	33 0 0	- - -	- - -	16 12 0	
Willington		N.S. 5	52 0 0	1855	2 0 0	33 15 0	- - -	5 0 0	17 15 0	
Winlaton		Ch. of E. 3	- - -	- - -	- - -	35 10 0	25 0 0	35 0 0	29 6 0	
Witton Gilbert		N.S.	35 0 0	1845	1 10 0½					
Wolsingham		N.S. 6	200 0 0	1845	9 12 6½	102 15 0	- - -	389 0 0	43 19 0	
"		"	50 0 0	1845						
Wolviston		N.S.	*49 0 0	1838						
Wreckenton		N.S. 6	65 0 0	1842	4 3 4	6 5 0	- - -	12 1 8	11 4 3	
"		"	34 16 8	1855						
ESSEX.										
Abridge		N.S.	52 0 0	1845						
Aldham		N.S.	30 0 0	1844						
Arkesden		N.S.	50 0 0	1843						
Ashdon		N.S. 4	5 0 0	1849	4 17 4½	54 1 8	- - -	352 7 6	21 19 0	
Aveley		N.S. 6	80 0 0	1845	3 11 2	- - -	- - -	- - -	54 7 0	
"		"	3 10 0	1848						
"		"	42 0 0	1853						
Baddow, Great		N.S. 5	*75 0 0	1839	2 8 11½	60 16 8	- - -	75 0 0	39 5 0	
Bardfield, Great		B.S. 5	- - -	- -	5 0 11½	66 0 0	- - -	435 16 8	72 17 0	
Barkingside		N.S.	72 0 0	1842						
"		"	28 0 0	1843						
Belchamp, Walter		N.S.	*35 0 0	1839						
Benflect, South		N.S.	120 0 0	1845						
Bentley, Great		N.S.	145 0 0	1849						
Bentley, Little		N.S.	60 0 0	1848						
Billericay		N.S. 5	*70 0 0	1839	1 12 10½	36 6 8	- - -	180 0 0	43 1 0	
"		"	17 0 0	1847						
"		"	5 6 6	1847						
"		"	13 6 8	1855						
"		"	13 18 9	1856						
Birch		N.S. 3	- - -	- -	4 11 8	- - -	- - -	5 0 0		
Birdbrook		N.S. 3	60 0 0	1849	- - -	20 0 0	- - -	38 15 0	10 11 0	
Bocking		N.S.	*87 0 0	1836						
Borehain		N.S.	120 0 0	1848						
Bower's Gifford		N.S.	70 0 0	1847						
Boxted		N.S.	*55 0 0	1837						
Braintree Public		B.S. 5	- - -	- -	2 0	38 0 0	- - -	113 0 0	25 9 4	
Brentwood		N.S.	*50 0 0	1836						
"		"	*60 0 0	1837						
Brightlingsea		N.S.	88 0 0	1842						
Bumpstead, Helions,		N.S.	132 5 0	1854						
Bumpstead, Steeple		N.S. 6	132 0 0	1849	1 13 7½	53 1 8	- - -	111 6 8	27 9	
"	"	"	5 7 0	1853						
"	"	"	15 7 6	1854						
"	"	"	115 0 0	1855						
Chadwell, St. Mary's,		N.S. 6	94 0 0	1856	1 13 4½	7 11 8	- - -	- - -	4 0 6	
Chelmsford, Victoria		N.S. 5	350 0 0	1841	4 15 2½	262 18 4	- - -	1088 0 0	15 5 0	
Chelmsford		B.S.	300 0 0	1841						
Chesterford, Great		N.S. 4	200 0 0	1849	4 16 10	131 10 10	- - -	521 0 4	24 9 0	
"		"	67 0 0	1857						
Chignall, St. James' and Mashbury		N.S.	75 0 0	1850	- - -	9 3 4				

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ESSEX—*cont.*									
Chigwell Row	N.S.	*55 0 0	1839		"				
" "	"	70 0 0	1853						
Chigwell Row	B.S.	80 0 0	1841						
Childerditch	N.S.	45 0 0	1845						
Clavering	N.S.	65 0 0	1845						
Clavering	B.S. 5	90 0 0	1840	3 2 9¼	171 13 4	- -	138 2 6	31 16 0	
" "	"	26 13 6	1854						
Coggeshall	N.S.	*200 0 0	1839	1 18 3¾					
" "	"	125 0 0	1847						
Coggeshall	B.S.	118 0 0	1842						
Colchester, St. Peter's (North Hill)	N.S. 4	*75 0 0	1836	2 6 8½	53 3 4	- -	- -	8 2 9	
" " "	"	22 17 4	1853						
Colchester, Blue Sch.	" 4	- - -	- - -	5 18 5	46 10 0	37 10 0	53 5 0	23 8 9	
Colchester, St. Magdalen's Branch School	4	- - -	- - -	4 12 11½	67 3 4	- -	76 1 8	16 0 0	
Colne-Engaine	N.S.	60 0 0	1847						
Copford	N.S.	54 0 0	1853						
" "	"	18 13 4	1857						
Dagenham	N.S.	*60 0 0	1836						
Danbury	N.S. 5	- - -	- - -	- -	- -	- -	4 3 4		
Dengie	N.S. 6	28 0 0	1846	- -	21 1 8				
" "	"	56 7 6	1854						
Dunmow	B.S. 5	150 0 0	1844	3 10 6½	51 6 8	- -	222 4 7	87 4 0	
Dunmow, Great	Ch. of E. 3	- - -	- - -	- -	- -	- -	- -	12 8 0	
Easter, Good	N.S.	26 0 0	1846						
Easter, High	N.S. 5	100 0 0	1851	1 18 0¾	- -	- -	32 10 0	9 9 0	
Elsenham	N.S. 3	- - -	- - -	- -	8 6 8				
Epping and Theydon Garnon	N.S. 6	*42 0 0	1836	- -	6 5 0	- -	- -	28 13 6	
Epping	B.S. 1	132 0 0	1847	2 2 6¼	18 0 0	- -	- -	31 3 0	
Essex, Diocesan Board		- - -	- - -	39 3 8½					
Farnham	Ch. of E. 3	- - -	- - -	- -	10 0 0	- -	2 10 0		
Feering	N.S. 5	110 0 0	1846	- -	- -	- -	22 10 0		
Finchinfield	N.S. 3	369 0 0	1855	2 13 10	20 13 4	- -	2 10 0	11 15 0	
Forest Gate	N.S. 7	114 18 4	1854	- -	35 15 0	- -	- -	10 16 0	
Foxearth	Par. 5	- - -	- - -	- -	3 6 8				
Greenstead, East	N.S. 6	- - -	- - -	2 8 8	14 0 0	- -	- -	4 16 0	
Hadleigh	Ch. S. 6	171 0 0	1856	2 1 0¼	16 13 4	- -	6 5 0	11 11 4	
Hainault Forest	N.S. 6	102 0 0	1849	- -	- -	- -	46 10 0		
Hallingbury, Little	N.S.	30 10 0	1841						
Halstead, St. Andrew's	N.S. 6	302 5 0	1851	6 1 5	61 12 6	- -	279 10 0	18 14 0	
" "	"	16 0 0	1857						
Halstead	B.S. 5	266 0 6	1848	15 9 6	126 1 8	- -	720 5 0	12 8 0	
" "	"	79 0 0	1856						
Halstead, Trinity	N.S. 5	120 0 0	1845	3 8 3¾	63 0 0	- -	266 18 4	16 0 0	
" "	"	18 8 0	1854						
" "	"	6 0 0	1855						
" "	"	21 4 0	1856						
" "	"	3 10 0	1857						
Ham, West, Model	N.S. 6	39 10 0	1851	6 13 4½	178 6 8	- -	711 4 2	92 8 0	
" " "	"	130 0 0	1855						
Ham, West, and Stratford	B.S. 7	240 0 0	1851	2 4 10½	46 16 8	- - -	679 0 0	74 16 0	
" " "	"	25 0 0	1855						
Harlow, Potter Street	N.S.	*25 0 0	1836						
Havering-atte-Bower	N.S.	*32 0 0	1837						
Hawkwell	N.S.	45 10 0	1848						
Hedingham, Sible	N.S.	180 0 0	1841						
Hempstead	Ch. S. 3	100 0 0	1853	1 0 1¾	11 13 4	- -	17 10 0		
Henny, Great and Little	N.S.	106 0 0	1857						
Heydon	N.S.	75 0 0	1847	1 14 0¼					
High Beech	N.S. 5	36 0 0	1840	- -	- -	- -	40 4 2		
" "	"	16 0 0	1848						
Highwood	N.S. 5	113 0 0	1852	- -	- -	- -	54 3 4		

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ESSEX—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hockley	N.S.	60 0 0	1841	1 2 3					
Hornchurch	N.S.	412 4 0	1856						
Horndon, East	N.S.	*52 0 0	1840						
Horndon on the Hill	N.S.	100 0 0	1847						
Hudson Town	N.S. 6	- - -	-	- - -	26 3 4	- -	66 10 0		
Ilford, Great	N.S.	- - -	-	2 1 5½					
Kelvedon	N.S. 5	*61 0 0	1838	1 13 9½	- -	- -	81 0 10	20 4 0	
Kelvedon	B.S. 4	- - -	-	1 12 8½	- -	- -	- -	12 18 0	
Kelvedon-Hatch	N.S. 1	- - -	-	- - -	- -	- -	- -	12 18 0	
Langham	B.S.	50 0 0	1850	2 4 2					
Langley	Ch. of E.	175 19 0	1857						
Latchingdon	N.S.	- - -	-	2 13 4					
Layer-de-la-Hay	N.S.	*50 0 0	1837						
Leigh	N.S. 7	- - -	-	2 17 3	138 17 6	- -	244 5 0	16 15 0	
Leighs, Great	N.S.	141 0 0	1851						
Lexden	N.S. 5	- - -	-	2 6 5½	132 10 0	- -	182 5 10	9 5 0	
Lindsell	N.S.	29 0 0	1842						
Littlebury, Endowed	N.S. 3	- - -	-	6 2 1½	40 0 0	- -	190 0 0	22 6 0	
Loughton	N.S. 7	- - -	-	2 4 5½	6 13 4	- -	41 10 0		
Maldon	N.S.	611 0 0	1849						
Manningtree	Wes. 5	228 0 0	1857	5 0 0½	5 0 0	- -	- -	27 9 0	
Newport	N.S.	100 0 0	1850						
Norton (Cold)	N.S.	20 0 0	1842						
Oakley, or Ugley	N.S.	*30 0 0	1839	2 0 8½					
" "	"	83 0 0	1853						
Orsett	N.S.	171 0 0	1849	3 0 11½					
Osyth, St.	N.S.	177 15 0	1854	2 14 8					
Parndon, Great	N.S.	*25 0 0	1835						
Pattiswick	N.S.	*45 0 0	1837						
Plaistow	N.S. 4	*62 0 0	1837	3 6 8	175 0 0	- -	201 6 8	34 3 0	
"	"	20 0 0	1851						
"	"	9 13 4	1852						
"	"	45 0 0	1855						
Radwinter	N.S.	360 15 0	1855						
Rickling	N.S. 10	30 0 0	1846	2 13 9½	24 0 0				
Romford, Endowed	N.S. 6	*150 0 0	1835	7 11 10½	173 9 2	- -	412 15 0		
" "	"	48 5 6	1852						
" "	"	105 6 8	1853						
Romford, Infants	N.S. 6	85 0 0	1844	- - -	- - -	- -	10 16 8		
"	"	170 11 8	1857						
Romford, Noak Hill,	N.S.	96 0 0	1848	1 1 4					
Saling, Great	N.S.	42 0 0	1842						
Southchurch	N.S.	170 0 0	1857	4 15 10½					
Southend	N.S. 7	- - -	-	- - -	15 0 0	- -	28 15 0		
Southminster	N.S.	- - -	-	2 13 4					
Springfield	N.S. 5	35 0 0	1846	- - -	248 6 8	- -	572 2 6	35 7 0	
"	"	7 2 6	1850						
"	"	8 5 0	1854						
"	"	14 10 0	1855						
Stanford Rivers	Ch.S. 5	117 15 0	1851	1 5 8½	34 0 0	- -	76 0 0	1 18 0	
" "	"	9 5 0	1857						
Stanstead	B.S.	*30 0 0	1835						
Stanstead, Mountfichett	N.S.	- - -	-	4 1 0½					
Stanway	N.S. 4	- - -	-	1 4 7½	2 10 0	- -	- -	10 15 0	
Stock and Buttsbury	N.S.	*90 0 0	1839						
Stratford	B.S.	37 6 8	1857	2 0 0½					
Stratford, Ch. Ch. District	N.S. 6	230 0 0	1850	5 0 0	74 18 4	- -	342 16 8		
Stratford, Eastern Counties Ry. Mech. Inst.	S. 1	- - -	-	- - -	38 0 0				
Stratford, St. John's	N.S. 6	*250 0 0	1837	7 0 0½	30 6 8	- -	33 6 8	6 12 0	
" "	"	78 6 8	1857						
Tendring	N.S.	60 0 0	1843						
Theydon Bois	N.S.	32 0 0	1841						
Tilbury	N.S.	120 0 0	1857	2 0 0					
Toppesfield	N.S.	426 0 0	1857	3 10 0					
Upminster	N.S. 7	75 0 0	1851	- - -	- - -	- -	- -	5 10 0	

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	Amount.	Date of Payment.						
ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wakering, Great - N.S.	50 0 0	1844						
Walden, Saffron - N.S. 5	200 0 0	1846	11 16 0½	249 13 4	- -	699 2 6	13 7 0	1 1 8
" " - "	9 18 6	1848						
" " - "	12 16 9	1850						
" " - "	3 3 0	1855						
" " - "	6 2 6	1855						
Walden, Saffron, Boys B.S. 5	62 0 0	1855	12 14 5½	55 0 0	- -	423 9 2	18 19 0	
Walden, Saffron, Girls B.S. 5	- - -	-		63 5 0	- -	300 17 6	8 12 0	
Waltham, Great, - N.S. 5	240 0 0	1847	4 3 4	62 0 0	- -	95 8 4	7 16 0	
" - "	28 1 6	1854						
Waltham Abbey - N.S. 6	- - -	-	- -	40 16 8	- -	12 1 8	33 0 0	
Waltham Abbey - B.S.	60 0 0	1842						
" - "	50 0 0	1845						
Walthamstow, Chapel End. St. John's - N.S.	*50 0 0	1835						
Walthamstow, St. Mary's N.S. 6	- - -	-	1 0 7½	99 6 8	- -	474 6 8	53 6 0	
Wanstead - - N.S. 6	- - -	-	- -	21 10 0				
Warley, Great - N.S.	40 0 0	1843	1 0 4					
Warley, Great, Ch.Ch. N.S. 5	23 3 10	1857	1 15 10½	26 2 6	- -	21 13 4	16 7 3	
Wendon-Lofts and Elmdon - - N.S.	75 0 0	1844	2 6 8½					
Wethersfield - N.S. 4	130 0 0	1844	3 18 0	21 5 0	- -	3 15 0	15 15 0	
" - "	15 8 0	1857						
Wicken Bonant - N.S.	*20 0 0	1839						
Willingale Doe - N.S.	*39 0 0	1839	2 1 4					
Witham - - N.S. 6	228 10 0	1842	6 7 10½	151 0 0	- -	635 5 0	86 19 0	
" - "	27 17 4	1853						
Witham - - B.S.	*150 0 0	1837						
Wivenhoe - - N.S. 4	276 0 0	1849	8 13 4½	72 0 0	25 0 0	407 3 4	86 13 10	
" - "	16 10 0	1853						
" - "	7 15 0	1856						
Wix - - - N.S.	65 0 0	1844						
Wix - - - Wes.	- - -	-	1 13 4					
Woodford - - N.S. 6	- - -	-	- -	33 16 0	- -	22 18 4	7 1 4	
Woodford Bridge, Infants - - N.S. 4	- - -	-	- -	- - -	- -	- -	6 9 0	
Woodham Ferrers N.S.	106 0 0	1848						
Yeldham - - N.S. 4	- - -	-	- -	4 3 4	- -	- -	3 16 0	
GLOUCESTERSHIRE.								
Almondsbury - N.S. 4	*80 0 0	1834	4 16 2½	53 12 6	- -	402 0 0	56 2 0	
" - "	3 5 0	1847						
" - "	66 0 0	1848						
" - "	25 3 10	1855						
Alstone, Ch.Ch. Inft. N.S. 5	- - -	-	- -	16 13 4	- -	115 6 8		
Alveston - - N.S.	*40 0 0	1837	2 3 4					
Arlingham, Endowed, N.S.	91 17 6	1853						
Arlington - - B.S.	- - -	-	2 1 8½					
Ashchurch - - N.S. 4	62 10 0	1842	- -	9 0 0	- -	3 15 0	2 15 0	
Ashelworth - - N.S.	42 0 0	1842						
Avening - - N.S. 2	160 0 0	1843	7 2 10	46 5 0	- -	299 19 2	25 13 0	
Awre and Blakeney N.S.	115 0 0	1856						
Badgworth - - N.S.	20 0 0	1842						
Bibury - - N.S. 4	- - -	-	- -	13 15 0				
Bicknor, English - N.S. 8	*34 0 0	1834	- -	5 16 8				
" - "	*45 0 0	1839						
Bisley, Boys " - N.S. 6	- - -	-	- -	13 15 0	- -	- -	1 10 0	
Bitton - - N.S.	- - -	-	3 0 10					
Blaisdon - - N.S.	60 0 0	1848						
Bourton-on-the-Hill N.S. 4	- - -	-	- -	2 10 0	- -	36 5 0	6 13 0	
Bourton-on-the-Water - - N.S.	152 0 0	1851						
Breem - - N.S. 4	28 0 0	1856	1 14 1	- -	- -	2 18 4	2 11 0	
Brimpsfield - N.S.	37 0 0	1842						
Brimscombe - - N.S. 4	- - -	-	1 16 10½	38 5 0	20 0 0	53 6 8	12 11 0	

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GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bristol, Brandon Hill, St. George's N.S. 4	- -	-	12 14 2½	106 7 6	- -	282 0 0	18 0 0	
Bristol, Deighton St. R.C. 5	- -	-	- -	3 13 4	- -	82 5 0	8 0 0	
Bristol, Diocn. Trade S. - 4	- -	-	38 12 7½	18 15 0	13 10 10			
" " " -	- -	-	a103 6 8					
Bristol, Bread Street, St. Philip's, Ragged Sch. 4	- -	-	4 11 0	- -	- -	- -	- -	12 10 0
Bristol, Hannah More's N.S. 4	120 0 0	1846	24 13 11½	335 6 8	- -	2,177 10 10	36 0 0	
" " - "	60 10 0	1847						
" " - "	28 0 0	1849						
" " - "	14 10 0	1851						
" " - "	13 6 8	1851						
" " - "	9 15 0	1856						
Bristol, Incorporation, Poor School P.U. 6	- -	-	- -	- -	- -	33 13 4		
Bristol Indust. Training Reformatory School -	- -	-	- -	- -	- -	- -	- -	89 0 0½
Bristol, Lewin's Mead B.S. 3	350 0 0	1857	17 10 10½	356 14 2	- -	1,347 7 8	36 15 0	34 0 0
Bristol, Meadow St. B.S. 3	- -	-	1 15 10½	16 6 8	- -	43 16 8	1 19 0	
Bristol, Montpelier, St. Andrew's - N.S.	150 0 0	1849						
Bristol, Pennywell Lane, Ind. Ragged Sch. 3	- -	-	1 5 10	- -	- -	- -	- -	364 5 6½
Bristol, Red Cross St., B.S. 3	75 0 0	1850	35 7 6½	147 6 8	80 16 8	1,868 0 10	46 18 0	
" " - "	80 0 0	1853						
" " - "	45 0 0	1854						
" " - "	55 0 0	1856						
Bristol, Night School - 3	- -	-	- -	- -	- -	20 0 0		
Bristol, Red Lodge, Girls' Reformatory School - 10	- -	-	0 14 0	- -	- -	- -	- -	183 14 6½
Bristol, St. Augustine's N.S. 4	308 0 0	1850	2 16 9	128 15 0	- -	161 7 6	12 15 0	
" " "	13 5 4	1856						
Bristol, St. George's Ragged School - -	- -	-	2 1 2					
Bristol, St. James', Infants - - N.S. 2	- -	-	3 5 9	- -	- -	65 3 4	14 10 0	
Bristol, St. James', Back Ragged School - 3	- -	-	1 9 2	- -	- -	- -	- -	385 10 0½
Bristol, St. James' and St. Paul's Benevolent Society's N.S. 4	200 0 0	1853	9 8 1½	53 0 0	68 6 8	393 2 0	25 10 0	
" Night Sch. 4	- -	-	- -	- -	20 0 0			
Bristol, St. John the Baptist - - Par. 3	- -	-	- -	- -	- -	2 10 0		
Bristol, St. Joseph's R.C. 5	- -	-	8 16 0½	- -	- -	300 6 8		
Bristol, St. Jude's - N.S.	199 0 0	1846						
" - "	153 0 0	1852						
Bristol, St. Mary's on the Quay - R.C. 5	- -	-	3 6 8	27 10 0	- -	53 2 6	9 12 0	
Bristol, St. Matthias' on the Weir - N.S. 4	723 0 0	1856	6 9 5½	14 0 0	- -	11 0 0		
Bristol, St. Michael's, N.S. 3	- -	-	10 13 9	153 8 4	- -	554 3 4	15 0 0	
Bristol, St. Michael's, Ragged Sch. - -	- -	-	1 1 4					
Bristol, St. Nicholas' Tolentine - - R.C. 5	- -	-	4 0 0½	54 5 0	- -	89 16 8	10 10 0	
Bristol, St. Paul's - Par. 4	- -	-	8 16 11½	113 5 0	- -	485 0 0	29 10 0	22 15 0
Bristol, St. Peter's N.S. 4	184 0 0	1855	3 6 8	6 5 0	- -	3 15 0	8 0 0	
Bristol, St. Simon's N.S.	90 0 0	1845						
Bristol, Trinity, St. Philip's Rag. Sch. -	- -	-	1 1 5					
Broadwell, St. Paul's, Ch.S.	75 0 0	1851	1 9 4					
Brockworth - - N.S.	*30 0 0	1837						
Bussage - - N.S. 4	53 0 0	1850	- -	45 0 0	- -	- -	12 18 0	
Cainscross - - N.S. 4	*55 0 0	1838	7 14 1½	159 5 0	- -	515 19 2	57 17 0	
" - - "	60 0 0	1844						
" - - "	263 8 0	1855						
Cam, Upper, Boys - N.S	*192 0 0	1837	2 5 8½					

a Scientific apparatus.

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	Amount.	Date of Payment.						
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Campden, Chipping, Boys - - N.S. 6	*56 0 0	1839	- - -	20 0 0	- -	6 5 0	8 8 0	
Cerney, North - N.S. 3	80 0 0	1844	2 16 5½	74 7 6	- -	305 11 8	5 17 0	
" " - "	30 0 0	1850						
" " - "	26 4 0	1850						
" " - "	19 5 7	1855						
Cerney, South - N.S.	- - -	-	1 8 4½					
Chalford - - N.S. 1	100 0 0	1843	10 4 7½	148 10 0	- -	559 10 0	72 13 0	
" - - - "	41 18 8	1848						
" - - - "	55 0 0	1849						
" - - - "	17 14 0	1849						
" - - - "	34 2 6	1852						
Charlton King's, Boys - - Ch.S. 4	*60 0 0	1837	3 5 9½	33 0 0	- -	75 0 0	15 0 0	
" " - "	15 10 8	1856						
Charlton King's, Girls - " Ch. S. 4	- - -	-	1 16 6½	25 5 0	- -	141 5 0	18 6 0	
Cheltenham - - B.S. 4	*125 0 0	1838	27 7 5½	111 7 6	- -	728 10 0	50 2 0	
" - - - "	23 6 8	1853						
" - - - "	10 10 0	1855						
Cheltenham (Bath Road), St. Luke's, Boys and Girls - N.S. 5	- -	- -	5 16 6½	106 17 6	- -	782 18 4	12 17 4	
" "	- -	- -	- -	a43 6 8				
Cheltenham (Bath Road), Exmouth Street, Naunton, Infants' School - - 5	- -	- -	2 3 11½	- -	- -	44 10 0		
Cheltenham, Bethesda, Wes. 4	76 10 0	1851	6 5 7½	114 15 6	- -	195 0 0	9 19 0	
" "	6 10 0	1854						
Cheltenham, Ch.Ch. N.S. 5	- -	- -	18 7 6½	189 2 6	- -	592 18 4	15 10 0	
Cheltenham, St. Gregory the Gt. R.C. 7	336 1 0	1857	5 0 0½					
Cheltenham, Highbury, B.S. 4	1250 0 0	1857	10 9 10	14 7 6	- -	17 15 0	4 16 0	
Cheltenham, Holy Trinity, Boys and Girls - - N.S. 5	- -	- -	12 4 10½	308 10 0	- -	1,244 2 6	36 6 8	
Cheltenham, Holy Trinity, Infants (Fairview Place) - N.S. 5	- -	- -	7 11 2½	- -	- -	543 13 4	18 5 4	
Cheltenham, Old Charity - - N.S. 5	180 0 0	1850	10 19 7½	148 0 0	- -	566 10 0	19 12 0	
Cheltenham, St. James', Boys and Girls - -	- -	- -	6 15 11½	6 13 4	- -	305 10 0		
Cheltenham, St. John's - - N.S. 5	83 0 0	1842	3 19 2	127 0 0	- -	586 14 2	12 18 8	
" " - "	12 0 0	1847						
Cheltenham, St. Mary's - - Par. 5	1,122 0 0	1857	6 15 10	125 13 4	- -	430 1 8		
Cheltenham, St. Paul's, Practising Sch. 5	42 0 0	1850	47 19 8½	51 5 0	59 3 4			
" " - -	259 0 0	1850						
" " - -	700 0 0	1854						
Cheltenham, St. Paul's - - N.S. 5	- - -	- -	- -	313 10 0	25 0 0	1,167 10 10	13 9 4	
Cheltenham, St. Paul's, Infants - N.S. 5	- - -	- -	- -	10 0 0	- -	61 10 0	3 10 0	
Chipping Churcham and Bulley - - N.S. 6	*110 0 0	1838						
Cirencester, Endowed - - - - 4	358 0 0	1856	- -	17 10 0	- -	6 5 0	7 18 0	
Cleeve, Bishop's - N.S.	- - -	- -	- - -	- -	- -	178 15 0		
Clifton - - - N.S. 3	135 0 0	1846						
" - - - "	*400 0 0	1835	28 19 8½	182 0 0	- -	1,105 0 10	22 5 0	
" - - - "	74 0 0	1848						
" - - - "	24 12 0	1850						
" - - - "	5 0 0	1854						
" - - - "	23 5 0	1587						

a Retiring pension.

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		Amount.	Date of Payment.						
GLOUCESTERSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Clifton, Ch. Ch.	2	- - -	-	- - -	- - -	- - -	- - -	14 7 0	
Clifton, Berkeley Place, Infants	N.S.	189 15 0	1851						
Clifton	B.S.	*150 0 0	1836	2 5 10					
Clifton	P.U. 6	- - -	-	- - -	- - -	- - -	197 6 8		
Clifton (Church of the Apostles)	R.C. 6	- - -	-	3 19 10½	5 0 0	- - -	127 6 8	7 4 0	
Coates	N.S.	51 0 0	1849						
Coleford, Ch. Ch.	N.S.	*150 0 0	1838	2 3 1½					
Coln, St. Aldwyn's	N.S.	241 0 0	1857						
Corse	N.S.	70 0 0	1855						
Cranham	N.S.	35 0 0	1846						
Cromhall	N.S.	- - -	-	1 0 2					
Cromhall, Middle	B.S. 4	- - -	-	3 11 8 *a* 6 13 4	22 10 0	- - -	61 10 0	15 12 0	
Dean Forest, Berry Hill, Ch. Ch.	N.S. 7	97 10 0	1854	2 2 2½	- - -	- - -	- - -	22 7 0	
" "	"	35 0 0	1856						
" "	"	125 0 0	1857						
Dean Forest, Church Schoolmasters' Association		- - -	-	1 17 7½					
Dean Forest, St. Paul's (at Park End)	N.S. 6	105 0 0	1846	1 19 8½	21 5 0	- - -	62 6 8	7 1 0	
" "	"	6 3 0	1848						
" "	"	50 0 0	1855						
Dean Forest, St. Paul's Oldcroft and Slade	N.S.	150 0 0	1852						
" "	"	27 5 0	1854						
Dean Forest, Holy Trinity	N.S. 3	50 0 0	1848	4 3 8½	51 5 0	- - -	193 17 6	32 15 0	
"		30 0 0	1856						
Dean Forest, Viney Hill, Blakeney, and Blakeney Woodside *b*	N.S.	142 10 0	1853	1 9 11½					
Dean, Little	N.S.	180 0 0	1848						
"	"	20 0 0	1849						
Deerhurst	N.S.	235 0 0	1856						
Downend	N.S.	*150 0 0	1841						
Dumbleton, Day School	2	- - -	-	2 13 3	24 0 0	- - -	1 5 0		
Duntisbourne Abbots	N.S.	35 0 0	1846						
Durdham Down, St. John's	N.S. 4	545 0 0	1851	1 14 2	109 2 6	- - -	138 0 0	16 10 0	
Dursley	N.S. 3	*200 0 0	1834	5 16 9½	114 16 8	- - -	448 5 10	41 5 0	
"	"	70 0 0	1854						
"	"	21 15 6	1855						
Eastington	N.S. 1	- - -	-	3 5 3½	16 0 0				
Ebley	B.S.	150 0 0	1840						
"	"	150 0 0	1845						
"	"	167 0 0	1846						
Fairford, Endowed	N.S. 3	86 10 0	1849	4 13 4	70 3 4	- - -	434 6 8	50 6 0	
Forthampton	N.S. 9	- - -	-	1 1 6	- - -	- - -	105 0 0	56 13 0	18 17 6
Framilode	N.S. 6	- - -	-	2 15 1	- - -	- - -	- - -	7 2 0	
Framilode	B.S. 11	- - -	-	2 10 0	22 15 0	- - -	29 0 0	23 7 0	
Frampton Cotterell	N.S. 3	80 0 0	1843	3 4 3½	30 0 0	- - -	20 16 8	29 9 0	
" "	"	50 0 0	1855						
" "	"	40 0 0	1855						
" "	"	260 0 0	1857						
Frampton Cotterell Night	S. 3	- - -	-	- - -	- - -	- - -	5 0 0		
Frampton Cotterell	B.S. 4	139 0 0	1846	1 12 11½	3 15 0	- - -	83 15 0	15 4 0	
Frampton-on-Severn	N.S.	70 0 0	1843	1 5 2½					
Fretherne	N.S.	*33 0 0	1838						
George's, St., near Bristol	N.S.	130 0 0	1856	1 16 10½					
Gloucester	N.S. 2	- - -	-	4 13 4½	61 17 6	87 10 9	331 13 4	9 6 0	
Gloucester	B.S. 4	250 0 0	1841	11 6 7½	137 10 0	14 11 8	37 11 8	35 0 0	
"	"	124 13 9	1857						
Gloucester, Ch. Ch.	N.S. 4	- - -	-	2 0 0½	24 10 0	- - -	81 10 0	6 15 0	
Gloucester, St. Catherine's		*100 0 0	1836						

a Scientific apparatus.

b Sometimes called Blakeney Valley Infant School.

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GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Gloucester, St. James' N.S. 2	565 0 0	1844	4 16 3½	160 13 4	- -	993 11 8	77 3 0	
Gloucester, St. John's N.S.	115 0 0	184.	1 0 8					
" " "	10 5 0	1853						
Gloucester, St. Mark's (Kingsholme) - N.S. 4	100 0 0	1842	- -	- -	- -	137 10 0	43 8 0	
Gloucester, St. Michael's N.S. 2	230 0 0	1848	2 13 3½	- -	- -	221 0 0	12 1 0	
Gloucester, Bristol, and Oxford Diocesan Practising School - - - - 4	- -	- -	4 11 4	67 10 0	- -	102 15 0	19 3 0	
Gloucester (Boys) Industrial Ragged S. - 7	70 0 0	1853	1 17 2	- -	- -	- -	- -	272 3 3
Hanham - - N.S. 3	*100 0 0	1840	5 9 3¾	54 10 0	- -	326 15 0	47 10 0	
" - - - "	25 0 0	1847						
" - - - "	25 3 0	1852						
" - - - "	17 10 0	1855						
Hardwick, Reformatory 4	- -	- -	- -	- -	- -	- -	- -	202 6 2R
Hatherley Down - N.S. 6	- -	- -	- -	52 10 0	- -	21 5 0		
Hawkesbury - - N.S. 4	175 0 0	1847	3 12 5	76 17 6	- -	98 15 0	35 9 0	
" - - - "	4 11 4	1853						
Hawthorne - Ch.S.	- -	- -	1 2 2					
Highnam - - N.S. 4	- -	- -	- -	16 5 0	- -	17 18 4	3 9 0	
Horfield - - N.S.	*41 0 0	1839						
Horsley - - Ch.S. 4	30 0 0	1856	- -	8 6 8				
Hucclecote - - N.S. 4	- -	- -	- -	22 10 0	- -	- -	1 15 0	
Kemerton - - N.S. 4	60 0 0	1846	2 10 0	3 15 0	- -	87 10 0	14 5 0	
" - - - "	7 14 0	1848						
Kemerton, St. Benet's - - - R.C. 6	52 10 0	1852	- -	- -	- -	- -	2 10 0	
Kingsdown, St. Matthew's - - N.S. 4	401 5 0	1850	5 7 2	66 5 0	- -	283 15 0	14 4 0	
Kingswood Hill - Wes. 3	- -	- -	17 10 11	90 16 8	- -	205 0 0	58 3 0	19 5 0
Kingswood Reformatory	- -	- -	- -	- -	- -	- -	- -	382 14 6R
Leckhade - - N.S.	*60 0 0	1836						
Leckhampton - N.S.	54 0 0	1841	1 12 0					
" - - - "	25 0 0	1856						
Lydbrook - - Ch. of E. 7	- -	- -	- -	11 5 0	- -	- -	0 18 0	
Marston Sicca - N.S.	113 0 0	1850	1 6 8					
Micheldean, Free - N.S. 4	- -	- -	2 1 6½	3 15 0	- -	- -	10 18 0	
Minchinhampton - Par. 1	- -	- -	- -	79 16 8	- -	240 0 0	21 10 0	
Minchinhampton - B.S. 4	- -	- -	1 16 8	- -	- -	- -	9 12 9	
Minsterworth - Ch. of E. 7	- -	- -	- -	5 0 0				
Miserden - - N.S.	35 0 0	1842						
Moreton-in-the-Marsh - Ch. of E. 4	- -	- -	- -	16 10 0	- -	18 15 0	4 15 0	
Moreton-in-the-Marsh - - - B.S. 6	- -	- -	2 16 4¾	- -	- -	118 6 8	51 16 6	
Nailsworth - - B.S.	*100 0 0	1838						
Newent - - - N.S. 4	354 0 0	1848	7 3 6½	33 15 0	- -	36 5 0	19 10 0	
" - - - "	14 0 0	1856						
Newnham - - N.S.	*50 0 0	1835						
Oddington - - N.S. 6	50 0 0	1845	2 7 0½	74 13 4	- -	68 15 0	15 17 0	
" - - - "	47 0 0	1847						
" - - - "	15 1 6	1850						
" - - - "	20 0 0	1854						
Oldbury-on-Severn N.S. 3	170 8 0	1855	- -	10 0 0				
Oldland - - - N.S. 3	*100 0 0	1838	4 12 0½	47 10 0	- -	120 10 0	31 15 0	
" - - - "	25 0 0	1846						
" - - - "	46 13 4	1850						
" - - - "	62 10 0	1855						
Oldland Common - B.S. 4	- -	- -	4 19 2½	46 0 0	- -	95 10 0	26 2 0	
Olveston - - N.S. 4	*75 0 0	1837	2 0 0	30 0 0	- -	36 5 0	0 15 0	
Olveston, Infant - N.S.	130 0 0	1857						
Painswick, and Ryl United - - N.S. 1	393 0 0	1847	9 1 4½	137 2 6	92 10 0	90 5 0	32 17 0	52 6 8
" "	87 10 0	1857						
Painswick, The Slad, Holy Trinity - N.S.	*53 0 0	1838						

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	Amount.	Date of Payment.						
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pauntley - - N.S. 6	- - -	-	- - -	113 1 8	- -	192 11 8	60 5 0	
Prestbury - - N.S. 5	*50 0 0	1836	3 0 2	- -	- -	26 13 4	52 14 6	
Pucklechurch - N.S. 3	60 0 0	1845	1 14 11	31 10 0	- -	35 0 0	4 17 0	
Quedgeley - - N.S. 4	- - -	-	0 19 5½	36 0 0	- -	41 13 4	26 5 0	
Randwick - - N.S.	163 0 0	1857						
Risington, Great - N.S.	41 0 0	1842	1 1 2¼					
Risington, Little - N.S. 2	50 0 0	1841	1 3 4	- -	- -	52 10 0		
Rodborough, King's Court - - B.S.	*70 0 0	1839						
Sandhurst - - N.S. 1	106 0 0	1848	- -	- -	- -	- -	1 15 0	
Shipton Moyne - N.S. 4	60 0 0	1845	2 6 7¾	40 12 6	- -	18 15 0	41 4 0	
Shirehampton - N.S. 3	40 0 0	1846	3 14 7½	- -	- -	12 10 0		
" - - - "	34 0 0	1848						
Siston - - - N.S.	*75 0 0	1838						
Sodbury, Chipping N.S. 4	125 0 0	1853	4 11 3½	7 17 6	- -	58 4 6	27 4 0	
Sodbury, Old - - N.S.	*50 0 0	1840	2 4 0					
Stanley, St. Leonard's N.S. 4	- - -	-	1 7 4½	- -	- -	- -	4 4 0	
Stapleton (Dr. Bell's) N.S. 3	243 15 0	1851	5 14 2¼	67 2 6	- -	65 8 4	2 2 0	5 17 3
Stoke Bishop, Girls - 4	- - -	-	- -	- -	- -	3 15 0		
Stoke Orchard - N.S.	45 0 0	1845						
Stow-on-the-Wold, Endowed - - N.S. 4	60 0 0	1845	4 10 0½	7 10 0	- -	205 13 4	51 18 0	
" " - - "	44 4 0	1847						
" " - - "	28 0 0	1853						
" " - - "	127 0 0	1856						
Stratton - Ch.S. 4	- - -	-	2 10 0½	16 5 0	- -	15 0 0	13 12 0	
Stroud - - - N.S. 1	*100 0 0	1835	2 0 0	34 7 6	- -	203 8 4		
" - - - "	429 0 0	1845						
" - - - "	8 0 0	1849						
Stroud (Ham Mills) B.S. 11	*150 0 0	1840	4 0 7½	54 8 4	- -	31 13 4	11 18 0	
" " - "	40 0 0	1857						
Tetbury - " - - N.S. 2	*145 0 0	1837	13 17 1	8 3 4	- -	925 5 0	46 14 0	23 17 2
" - - - "	182 0 0	1851						
" - - - "	14 13 4	1854						
Tewkesbury, Trinity, Infants - - N.S. 4	- - -	-	- -	111 7 6	- -	477 6 8	9 18 0	
Tewkesbury - - N.S. 3	240 0 0	1843	8 2 3½	144 0 0	- -	444 0 0	6 18 0	
" - - - "	6 6 0	1848						
" - - - "	60 0 0	1853						
Tewkesbury - - B.S. 4	- - -	-	2 7 0½	94 17 6	- -	120 0 0	6 6 0	
Thornbury - - N.S. 3	*130 0 0	1837	3 1 7½	125 0 0	- -	322 6 8	14 17 0	
" - - - "	31 7 0	1849						
" - - - "	16 15 10	1857						
Tidenham - - N.S. 6	- - -	-	2 5 10½	26 5 0	- -	23 15 0	10 2 0	
Tirley - - N.S.	35 0 6	1842	0 15 2					
Tormarton - - N.S. 4	50 0 0	1854	- -	94 10 0	- -	74 10 0	25 7 0	
Tortworth - - B.S. 4	- - -	-	3 0 0	33 15 0	- -	165 15 0	43 1 0	
Tutshill - - - N.S. 6	- - -	-	1 13 4	18 3 4	- -	21 5 0	9 10 0	
Twigworth, St. Matthew's - - - N.S.	- - -	-	1 9 2					
Twining - - - N.S.	64 0 0	1842						
Uley - - - N.S. 4	184 0 0	1856	3 10 0½	53 15 0	- -	105 8 4	21 10 0	
Upleadon - - N.S. 6	- - -	-	1 2 10½	- -	- -	- -	7 1 0	
Upton, St. Leonard's N.S. 4	- - -	-	7 14 4½	65 0 0	70 8 4	420 5 10	72 15 0	
Watermoor, Trinity N.S. 4	577 4 0	1856	- -	8 6 8	- -	26 5 0		
Westbury-on-Severn N.S.	80 0 0	1850	2 3 4					
Westbury-on-Trym, Girls - - - N.S. 3	8 10 0	1853	3 19 2	59 11 8	- -	123 8 4	7 10 0	
" " - - "	9 0 0	1854						
" " - - "	12 6 8	1855						
" " - - "	150 0 0	1857						
Westbury-on-Trym, Infants - - N.S. 3	- - -	-	- -	10 1 8	- -	143 10 0		
Westbury-on-Trym (Edmund's Endowed) - - N.S. 3	- - -	-	3 18 9	- -	- -	256 10 0		
Westerleigh - - N.S.	67 0 0	1844	3 4 0					
" - - - "	23 19 2	1849						
" - - - "	31 13 0	1857						

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
		Amount.	Date of Payment.						
GLOUCESTERSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Weston-sub-Edge	N.S.	- - -	-	1 13 4½	-	-	-	-	
Whiteshill	N.S. 2	35 0 0	1845	1 9 3½	-	-	-	7 0 0	
"	"	15 15 0	1849						
Whitminster, or Wheatenhurst	Ch. S. 4	90 0 0	1851	-	-	-	-	3 12 0	
Winstone	N.S.	*26 0 0	1839						
Winterbourne	N.S. 3	- - -	-	-	10 0 0	-	214 16 8	12 0 0	
Withington	N.S.	273 0 0	1857	4 0 2					
Wotton-under-Edge	B.S. 4	15 0 0	1855	7 3 5	70 10 0	-	368 10 0	66 7 0	
Yate	N.S. 3	105 0 0	1855						
			"						
HAMPSHIRE.									
Abbott's Ann	N.S. 9	- - -	-	-	164 16 8	64 11 8	414 16 8	41 2 0	
Alresford	B.S. 5	19 0 0	1856	1 17 3	-	-	63 0 0	19 1 0	
Alresford, Old	N.S. 10	- - -	-	3 19 2	37 10 0	-	476 5 0		
Alresford, New	N.S. 10	*80 0 0	1836	7 10 1	100 6 8	-	138 16 8	38 3 0	
Alresford (The Grange)	N.S. 9	- - -	-	1 6 8	78 13 4	-	73 6 8		
Alton	N.S. 9	200 0 0	1841	13 6 0	67 6 8	-	742 16 8	17 6 0	
Alton, Boys	B.S. 5	- - -	-	11 14 11½	168 16 8	-	514 0 0	59 2 0	
Alton (Messrs. Crowley's), Girls	B.S. 5	- - -	-	-	48 0 0	-	386 3 4	40 18 0	
Alverstoke	N.S. 8	174 0 0	1842	7 12 11½	241 8 4	83 6 8	600 19 2	81 6 0	
"	"	52 19 0	1851						
Alverstoke, New Town, Infants	N.S. 8	200 0 0	1854	-	-	-	15 0 0	19 6 0	
" "	"	64 12 0	1855						
Andover	N.S. 9	- - -	-	-	21 0 0	-	186 11 5		
Andover	B.S.	*170 0 0	1834						
Basingstoke	P.U. 4	- - -	-	-	-	-	10 0 0		
Baughurst	N.S.	50 0 0	1843						
"	"	25 0 0	1844						
Beechwood	B.S. 6	- - -	-	8 15 3	103 15 0	-	349 0 0	77 1 0	
Bentley	N.S. 4	100 0 0	1843	6 19 4½	22 18 4	-	517 18 4	53 19 0	
Bighton	N.S. 3	- - -	-	2 5 1½	58 3 4	-	100 0 0		
Binstead	N.S. 3	198 17 6	1855	-	-	-	-	4 5 0	
Bishopstoke	N.S. 9	68 0 0	1844	2 16 2	80 0 0	-	249 10 0	31 4 0	
"	"	6 7 0	1847						
Bitterne	N.S. 10	- - -	-	4 0 7½	68 15 0	-	221 15 0	52 11 0	
Blendworth	N.S.	8 18 0	1857						
Boldre, East	N.S. 10	72 0 0	1842	1 0 7½	-	-	161 10 0		
Botley	N.S. 4	202 0 0	1856	3 12 3½	13 5 0	-	19 3 4	13 15 0	
Bournemouth	N.S. 9	- - -	-	-	40 0 0	-	100 0 0	24 10 0	
Brading	N.S. 7	136 0 0	1844	12 1 0½	59 2 6	-	32 10 0	7 12 0	
Brading	B.S.	291 0 0	1847	1 0 11½					
Bransgore	N.S.	50 0 0	1854						
Brixton (I. of W.)	N.S. 8	*80 0 0	1837	5 4 0½	126 13 4	-	200 18 4	36 2 0	
" "	"	47 7 0	1856						
Broughton	N.S.	*20 0 0	1835						
Broughton and Bossington	N.S. 4	- - -	-	2 3 2½	23 15 0	-	43 15 10	13 14 0	
Burfon	N.S. 9	- - -	-	1 9 4½	46 13 4	-	81 5 0	3 11 0	
Burley	N.S. 10	45 0 0	1842	1 3 4½	28 15 0	-	149 3 4	37 14 9	
Burley-Ville	N.S.	228 0 0	1855	2 8 9½					
Bursledon	N.S. 7	*48 0 0	1836	-	13 15 0	-	-	18 10 0	
Calbourne (I. of W.)	N.S. 8	*60 0 0	1837	2 1 1½	-	-	97 10 0	4 0 0	
" "	"	45 0 0	1849						
Candover, Brown	N.S. 9	- - -	-	3 0 0	85 0 0	25 0 0	176 3 4	4 15 0	
Carisbrooke (I. of W.)	N.S. 8	50 0 0	1843	0 18 1½	-	-	45 0 0	11 0 0	
"	"	22 1 0	1855						
Catherington	N.S.	80 0 0	1852	1 0 2					
Chawton	N.S. 9	- - -	-	-	61 13 4	-	258 13 4	39 17 0	
Chilbolton	N.S. 4	35 0 0	1844	-	-	-	-	11 18 6	
Chillerton	N.S. 7	- - -	-	-	4 0 0	-	16 0 10	27 14 0	
Christ Church	N.S.	- - -	-	1 7 6½	-	-			
Christ Church	P.U. 7	- - -	-	-	-	-	48 15 0		
Church Oakley	N.S. 8	- - -	-	-	11 13	-	70 13 4	40 0 0	

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HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Colden Common - N.S.	97 0 0	1845						
Colmere and Pryors Dean - - N.S.	38 0 0	1843	13 10 0					
Compton - - N.S. 9	20 0 0	1841	2 1 8	- -	- -	90 0 0		
Cowes, East - - N.S. 4	*75 0 0	1836	2 13 4½	15 0 0	- -	- -	7 2 0	
Cowes, West - - N.S. 4	41 0 0	1856	4 3 11	12 10 0	- -	7 10 0	16 14 0	
Cowes, West - - B.S.	*80 0 0	1838						
Crawley - - - Par. 10	- -	- -	- -	48 15 0	- -	65 0 0	9 10 0	
Crondall, Endowed N.S. 4	*52 0 0	1836	4 7 6½	- -	- -	67 10 0		
Crondall, Girls - N.S. 4	- -	- -	- -	- -	- -	- -	4 0 0	
Crookham Crondall N.S.	150 0 0	1844						
Crux Easton - - N.S.	60 0 0	1849	0 10 6					
Curdridge - - N.S.	*30 0 0	1839						
Dean, East - - N.S. 4	107 0 0	1857	- -	33 15 0	- -	3 15 0	5 5 0	
Dummer - - N.S.	20 0 0	1847						
Easton - - - N.S. 9	- -	- -	- -	- -	- -	25 0 0	4 0 0	
Eling, North - - N.S.	30 0 0	1844						
" " - - "	45 0 0	1854						
Elson - - - N.S. 7	158 0 0	1850	3 6 8½	13 15 0	- -	29 11 0	9 18 0	
Empshott - - N.S.	31 10 0	1854						
Farcham (Crocker Hill) - - - N.S. 8	61 0 0	1849	4 4 9½	141 0 0	- -	376 5 0	46 7 0	
" " - - "	100 0 0	1853						
" " - - "	5 18 0	1857						
" " Evening S.	- -	- -	5 0 0					
Farcham - - B.S.	*80 0 0	1836						
Faringdon (near Alton) N.S. 9	- -	- -	- -	17 13 4	- -	175 15 0	10 10 0	
Fawley - - - N.S. 10	- -	- -	- -	15 3 4				
Fordingbridge - N.S. 9	*115 0 0	1837	6 0 4½	91 13 4	- -	336 1 8	51 5 0	
Fordingbridge - B.S. 5	- -	- -	4 1 4½	- -	- -	471 3 4	49 1 0	
Fratton - - - N.S.	*62 10 0	1834						
Freemantle - Ch.S.	740 0 0	1857	7 14 7½					
Freshwater - - N.S. 4	180 0 0	1850	6 8 10½	- -	- -	7 5 0	19 10 11	
Gosport, St. Matthew's - - - N.S. 8	400 0 0	1845	13 9 0	142 5 0	- -	388 14 2	53 19 0	
Gosport (Preparatory School) - N.S. 8	- -	- -	1 6 10½	5 7 6	- -	163 11 8		
Grateley - - - N.S. 7	40 0 0	1846						
Hambledon - - N.S.	226 0 0	1850	2 14 7½	- -	- -	- -	8 16 0	
Hamble-le-Rice - N.S.	53 0 0	1843						
Hannington - - N.S.	60 0 0	1845						
Hampshire Reformatory 9	- -	- -	- -	- -	- -	- -	- -	319 6 3R
Hartley Wespall - N.S. 4	- -	- -	- -	- -	- -	3 15 0	11 7 0	
Hartley Wintney - N.S. 9	70 0 0	1846	- -	- -	- -	- -	6 9 0	
Havant and Bedhampton - - N.S. 8	50 0 0	1847	7 10 11	86 12 6	- -	60 0 0	36 19 0	
" " "	9 0 0	1852						
" " "	2 15 0	1854						
Havant - - - B.S.	*75 0 0	1835						
Hawley - - - N.S.	*50 0 0	1835						
Headley - - - N.S.	*42 0 0	1839						
Headley, Endowed - - 10	- -	- -	2 3 4½	- -	- -	- -	0 18 0	
Holdenhurst - N.S.	45 0 0	1845						
Hook Common - N.S. 3	70 0 0	1843	- -	30 0 0				
" - - "	14 0 0	1847						
Hurstbourne Priors (Earl of Portsmouth's) 4	- -	- -	- -	20 12 6	- -	7 5 0	9 14 0	
Hurstbourne Tarrant, N.S.	150 0 0	1847						
Hyde, St. Bartholomew's - - N.S. 10	70 0 0	1847	6 18 8½	137 0 0	- -	219 14 2	16 16 0	
" " - "	9 0 0	1848						
" " - "	18 0 0	1849						
" " - "	50 0 0	1855						
" " - "	3 8 6	1856						
Kingsley - - - N.S.	50 0 0	1852						
" - - "	23 0 0	1854						
Kingston Cross - N.S.	*62 10 0	1834						
Kingsworthy - N.S. 9	- -	- -	2 1 8½	- -	- -	106 13 4	11 15 0	

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HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Longstock - - N.S. 9	- - -	-	- - -	12 0 0	- -	32 10 0		
Lymington - - N.S. 8	*150 0 0	1836	9 0 0½	90 8 4	- -	416 5 0	28 9 0	
Lyndhurst - - N.S. 10	264 0 0	1850	7 18 7½	181 15 0	- -	391 15 0	66 2 0	
Lyss - - - N.S.	*30 0 0	1841	1 4 1					
Medsted - - - N.S.	54 0 0	1845						
Medine, East, School-masters' Association -	- - -	-	0 15 0					
Meon, East - - N.S. 10	184 0 0	1845	2 16 0	- -	- -	46 10 0	30 11 0	
" " - - "	35 0 0	1856						
Meon, West - - N.S. 10	229 10 0	1853	2 2 0¾	74 0 10	43 15 0	466 8 4	60 13 0	
Meonstoke - - N.S.	45 0 0	1842						
Milford - - - N.S. 7	37 10 0	1842	1 16 10½	42 10 0	- -	15 0 0	8 1 0	
Millbrook - Ch.S.	- - -	-	2 15 5½					
Milton - - - N.S.	*50 0 0	1837	1 0 0					
" - - - "	41 16 0	1851						
Netley - - - N.S. 4	124 0 0	1856	- - -	17 10 0	- -	3 15 0	3 3 0	
Newport - - - N.S. 7	- - -	-	6 9 8¾	157 17 6	- -	624 18 4	52 5 0	
Newport - - B.S.	*100 0 0	1837						
" - - - "	100 0 0	1846						
Newton Valence, Infant S. 6	- - -	-	- - -	- - -	- -	- - -	4 5 0	
Newtown, (near Droxford) - - - Ch.S. 10	19 16 5	1857	0 18 8	- - -	- -	52 10 0	12 17 0	
Niton (I. of Wight) N.S. 4	- - -	-	- - -	- - -	- -	- - -	2 4 0	
Northwood - - N.S. 4	- - -	-	3 16 8½	- - -	- -	- - -	9 4 0	
Oakfield, St. John's N.S. 8	90 0 0	1846	4 16 0¾	33 6 8	- -	278 0 0	32 11 0	
" " - - "	14 15 0	1849						
" " - - "	42 10 0	1852						
" " - - "	240 0 0	1856						
Odiham - - - N.S. 3	*120 0 0	1840	7 15 2	48 10 0	- -	324 0 10	40 19 0	
" - - - "	7 14 0	1852						
" - - - "	32 0 0	1853						
" - - - "	6 6 8	1857						
Overton - - N.S. 4	*77 0 0	1839	- - -	24 10 0	- -	- - -	16 16 0	
" - - - "	306 0 0	1849						
Owslebury - - N.S.	34 0 0	1841	1 5 4					
Petersfield - - N.S. 9	*126 0 0	1837	9 16 11½	180 16 8	62 1 8	451 17 6	105 1 0	
" - - - "	687 0 0	1855	a10 0 0					
Petersfield - - B.S. 5	- - -	-	4 12 6½	41 0 0	- -	146 3 4	55 4 0	
Portsea, Church School-masters' Association -	- - -	-	1 0 0½					
Portsea - - - R.C.	- - -	-	2 11 4					
Portsea, Beneficial Society's School - - 8	*140 0 0	1837	10 2 9¾	150 0 0	- -	1,008 15 0	72 2 0	
Portsea Island - P.U. 11	- - -	-	- - -	- - -	- -	350 9 1		
Portsea, All Saints' N.S. 8	139 0 0	1847	17 8 5½	287 10 0	- -	1,363 17 6	67 18 0	
" " - - "	4 14 8	1848						
" " - - "	30 0 0	1851						
" " - - "	107 10 0	1853						
" " - - "	45 0 0	1855						
Portsea Town, St. John's and Trinity N.S. 8	470 0 0	1847	8 8 1	115 9 2	- -	588 3 4		
" " - - "	13 6 8	1850						
Portsea, Free - N.S.	503 0 0	1856	4 17 2					
Portsmouth, Royal Victoria Infant School, (Bath Square Point) -	100 0 0	1845						
" " - - "	23 0 0	1849						
Portsmouth " - N.S. 8	100 0 0	1846	4 8 0¾	187 0 10	- -	902 0 0	35 15 0	
Redhill, St. John's N.S.	108 0 0	1847						
Ringwood - - N.S. 9	360 0 0	1849	13 6 6½	124 5 10	- -	558 1 8	79 9 0	
" - - - "	125 0 0	1851						
Romsey - - - N.S. 9	50 17 6	1854	7 8 7¾	103 3 4	- -	537 15 0	36 19 0	
" - - - "	39 8 0	1857						
Romsey - - - B.S. 6	218 0 0	1848	3 12 5¾	75 8 4	- -	373 6 8	42 15 0	
" - - - "	86 0 0	1854						
Rumbridge - - N.S.	145 0 0	1845						
Ryde - - - N.S. 8	8 13 4	1850	8 0 8½	92 10 10	- -	478 18 4	37 9 0	
" - - - "	928 0 0	1857						
Ryde - - - B.S.	207 0 0	1841						
Sandown - - N.S.	590 0 0	1857						

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HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Sarisbury - - N.S.	62 0 0	1847						
Selborne - - N.S. 10	73 0 0	1844	1 10 7	- -	- -	277 13 4		
Shalfleet - Ch.S. 8	117 0 0	1851	- -	8 15 0	- -	100 0 0	15 12 0	
Sherfield, English - N.S.	60 0 0	1847	1 16 8					
Shidfield - - - N.S.	- -	-	1 7 8					
Shirley - - - N.S. 10	- -	-	2 18 9	110 0 0	- -	226 15 0	36 6 0	4 15 2
Somborne, King's - N.S. 9	160 0 0	1842	3 9 2½	282 3 4	- -	1,300 15 0	34 0 0	
" - - - "	74 0 0	1846						
" - - - "	20 0 0	1847						
" - - - "	247 9 8	1857						
Southampton, All Saints' - - N.S. 10	565 0 0	1850	13 17 8½	217 7 6	- -	500 0 0	34 5 0	
Southampton (Bedford Place) - - N.S. 10	*100 0 0	1836	- -	- -	- -	16 5 0		
Southampton - B.S.	*65 0 0	1835						
" - "	*150 0 0	1839						
Southampton, Incorporation of the Poor P.U. 10	- -	-	- -	- -	- -	15 0 0		
Southampton, Newtown District - N.S. 10	- -	-	- -	70 0 0	- -	143 15 0	23 12 0	
Southampton (Charlotte Place) - - - N.S.	300 0 0	1856						
Southampton, Holy Trinity District - N.S. 7	700 0 0	1853	9 13 10½	28 6 8	- -	46 10 0		
" " - "	48 10 0	1857						
Southampton, St. Mary's (Grove Street) - N.S. 10	180 0 0	1841	20 18 2	145 3 4	40 8 4	781 6 8	79 12 0	5 9 6
" " - "	100 0 0	1844						
" " - "	60 0 0	1854						
" " - "	60 0 0	1856						
Southampton, St. Mary's, Extra - - - N.S.	175 0 0	1850	2 18 0					
" " - "	136 0 0	1857						
Southampton, St. Mary's Ragged School (St. George's Place) -	268 15 0	1855						
Southampton, St. Michael's - - N.S.	371 5 0	1853						
Southsea St. Jude's N.S. 8	390 0 0	1852	5 12 9½	161 10 0	- -	120 10 0	22 3 0	
Southsea, St. Paul's N.S.	316 10 0	1850						
" " - "	50 0 0	1852						
Sparsholt - - N.S.	32 0 0	1851						
Steep - - - N.S.	45 0 0	1844						
Stockbridge - - N.S. 10	- -	-	- -	102 11 8	- -	255 0 0	11 16 0	
Stoneham, South, and Portswood - N.S. 9	156 0 0	1849	3 6 5¾	80 0 0	25 0 0	323 10 0	34 8 0	
Sutton, Long - - N.S.	66 0 0	1849						
Swanmore - - N.S.	- -	-	1 9 6¾					
Sway - - - N.S. 4	50 0 0	1844	4 1 8¾	- -	- -	- -	28 5 0	
Tichborne - - N.S. 11	45 0 0	1844	1 0 1	54 0 0	- -	175 0 0		
Timsbury - - N.S.	53 0 0	1848	0 16 8					
Tisted, East - - N.S. 9	- -	-	- -	40 0 0	- -	29 0 0	23 4 0	
Titchfield - - N.S.	- -	-	2 2 2¼					
Totton - - - B.S.	*50 0 0	1834	- -					
Twyford - - N.S. 9	45 0 0	1843	3 16 5¾	69 7 6	- -	301 0 0	37 16 0	
" - - - "	21 0 0	1855						
Tytherley, East, Endowed - Ch. of E. 4	- -	-	- -	- -	- -	70 0 0		
Tytherley, West - N.S. 9	- -	-	- -	51 13 4	- -	224 10 0	11 16 0	
Upham - - - N.S.	47 0 0	1848						
Wallop, Nether - N.S. 9	*46 0 0	1839	- -	- -	- -	84 7 6		
Waltham, Bishop's N.S. 8	- -	-	3 16 5½	106 5 0	- -	252 5 0	30 10 0	
Waltham, North - N.S. 7	35 0 0	1853	1 10 0	- -	- -	- -	6 8 0	
Warblington and Emsworth - - N.S. 7	*126 0 0	1839	3 16 3	45 16 8	- -	12 10 0	14 4 0	
" " - "	95 0 0	1846	- -	a95 0 0				
" " - "	79 0 0	1853						
" " - "	37 0 0	1855						
Wellow - - - N.S. 9	- -	-	- -	62 10 0	- -	60 0 0	6 18 0	
Westend, St. James' N.S.	*72 0 0	1839						

a Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Weyhill - - Ch. S.	102 5 0	1856						
Whippingham - N.S. 4	166 0 0	1851	3 15 0½	11 5 0	- -	3 15 0	7 2 0	
Whitchurch - - N.S. 9	256 0 0	1846	2 14 2	66 10 0	- -	123 15 0	43 1 0	
" - - "	26 0 0	1855						
Whitchurch - - Wes. 3	- - -	- - -	3 0 0	33 0 0				
Wickham - - N.S. 4	- - -	- - -	- - -	65 3 4	- -	36 5 0	11 1 0	
Wight, Isle of - - P.U. 10	- - -	- - -	- - -	- - -	- -	138 16 8		
Winchester, Central N.S. 9	- - -	- - -	10 12 6	238 10 0	- -	828 11 8		
Winchester, St. John's - - - N.S.	376 0 0	2857						
Winchester, St. Michael's - - N.S. 10	90 0 0	1850	3 6 0	244 17 6	- -	148 0 0	19 12 0	
" " - "	19 0 0	1856						
" " - "	113 19 8	1857						
Winchester, St. Peter's (Cheesehill) - N.S. 10	70 0 0	1842	- -	67 10 0	- -	132 10 0	19 18 0	
" - "	55 0 0	1845						
Winchester, St. Thomas' N.S. 9	113 0 0	1848	9 17 4½	138 11 8	- -	321 3 4	31 11 0	
" " - "	62 0 0	1850						
" " - "	25 0 0	1854						
Winchester, Trinity (late St. Maurice's), - N.S. 10	145 0 0	1845	6 9 7½	245 10 0	- -	628 16 8	30 19 0	
" " - "	84 0 0	1849						
Wonston - - Par. 4	- - -	- - -	- - -	2 10 0				
Woodhay, East - N.S.	*50 0 0	1837						
" - "	46 0 0	1857						
Woolton Hill - - N.S. 9	80 0 0	1850	2 3 11½	- -	- -	170 11 8	45 16 0	12 10 0
Wymering and Widley - - N.S.	130 0 0	1849						
Yarmouth - - N.S. 4	438 0 0	1855	3 14 1½	- -	- -	22 5 0	27 7 0	
HEREFORDSHIRE.								
Almeley - - - N.S.	5 0 0	1850	1 11 3½					
Ashperton and Canon Frome - N.S. 10	188 0 0	1855	- - -	- - -	- -	- - -	1 17 0	
Ballingham - - N.S.	- - -	- - -	1 6 8					
Bosbury, Boys - N.S. 7	118 10 0	1849	7 7 5½	- - -	- -	249 17 6		
" - - - "	5 0 0	1849						
Bosbury, Girls - N.S. 7	- - -	- - -	- - -	10 0 0	- -	161 5 0	7 0 0	
Brampton Brian - N.S. 7	- - -	- - -	3 4 9½	33 15 0	- -	15 0 0	1 7 0	
Bridstow - - N.S. 7	90 0 0	1849	1 10 5½	40 0 0	- -	83 15 0	6 13 0	
Bromyard, Girls - N.S. 11	- - -	- - -	1 5 3½	8 6 8				
Bromyard - - B.S. 4	- - -	- - -	2 7 8½	40 10 0	- -	100 0 0	29 8 0	
Caple, King's - - N.S.	35 0 0	1843						
Clifford - - - N.S.	*50 0 0	1837						
Cradley - - - N.S. 11	238 0 0	1856	- - -	25 0 0	- -	34 8 4	19 15 0	
Croft and Yarpole - N.S. 6	- - -	- - -	- - -	81 5 0	- -	195 0 0	10 10 0	
Dewchurch, Much - N.S. 8	- - -	- - -	- - -	13 15 0	- -	- - -	3 6 0	
Dilwyn - - - N.S. 7	115 0 0	1846	3 12 7½	37 10 0	- -	226 13 4	11 18 0	
" - - - "	22 0 0	1856						
Dynedor - - - N.S.	*35 0 0	1840						
Eardisley - - N.S.	256 0 0	1857						
Eaton-Bishop - - N.S. 7	40 0 0	1844	- -	32 10 0	- -	32 10 0	17 6 0	
" - - - "	70 0 0	1852						
Ewyas Harold - N.S.	56 0 0	1846						
Frome, Bishop's - N.S.	80 0 0	1844						
" - - - "	25 0 0	1849						
Goodrich " - - N.S. 8	311 14 0	1854	5 1 8½	54 4 2	- -	76 7 6	17 19 0	
" - - - "	62 0 0	1857						
Hatfield - - - N.S. 8	- - -	- - -	- - -	28 8 4	- -	117 14 2	3 10 0	1 9 3
Hentland and Hoarwithy - - - Par. 7	- - -	- - -	- - -	48 6 8	- -	15 0 0	7 16 9	
Hereford, St. Martin's - - - N.S. 8	- - -	- - -	1 6 7½	- -	- -	25 5 0	9 11½ 0	
Hereford, St. Peter's N.S. 7	*200 0 0	1839	- -	- -	- -	29 0 0		
" " - "	58 0 0	1842						

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	Amount.	Date of Payment.						
HEREFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hereford, Scudamore's Charity - - N.S. 7	540 0 0	1854	4 15 1	144 6 8	- -	330 10 0	18 3 0	
" - - "	16 0 0	1855						
Hereford, Blue Coat N.S. 7	87 0 0	1857	- -	153 5 0	- -	499 5 0		
Hope, Upper Hill - N.S.	225 16 1	1855						
Ivington, St. John's N.S.	80 5 0	1850	1 0 4					
Kentchurch, Endowed - - - N.S.	45 0 0	1847						
Kingsland - - N.S.	75 0 0	1847						
Kingston and Thruxton - - - N.S.	90 0 0	1846						
Kington - - - N.S. 8	*150 0 0	1838	- -	11 3 0	- -	23 1 8	17 12 0	
Ledbury - - - N.S. 7	117 10 0	1851	- -	34 10 0	- -	154 5 0	22 5 0	
Leintwardine, Endowed - - - N.S. 7	250 0 0	1848	4 6 10½	68 15 0	- -	424 0 0	31 6 0	
" " - - "	11 4 4	1851						
" " - - "	52 0 0	1855						
Leominster, Boys - B.S. 4	- - -		3 3 11½	40 17 6	- -	84 10 0	2 2 0	
Leominster, Girls - B.S. 6	- - -		2 6 4½	12 10 0	- -	71 3 4	6 8 4	
Leominster - - N.S. 8	- - -		1 12 11½	73 3 4	- -	31 13 4	1 10 0	
Llanwarne - - Ch. S. 10	188 0 0	1856	1 2 5½	64 10 0	- -	52 10 0	9 4 0	
Madley - - - N.S.	202 5 0	1853						
Mansel-Lacey - N.S. 7	172 5 0	1853	- -	30 0 0	- -	48 15 0	15 18 0	
Marcle (Much) - N.S. 7	237 0 0	1853	2 11 9½	108 8 4	- -	148 10 10	19 0 0	
Monkland - - N.S.	108 0 0	1854						
Orleton - - - N.S.	312 0 0	1855	2 0 0½	- -	- -	- -	3 0 0	
Ross and Archenfield (Royal Victoria) - B.S. 4	*100 0 0	1837	2 2 8	3 15 0	- -	89 0 0	35 2 0	
" " - "	*100 0 0	1837						
" " - "	250 0 0	1840						
" " - "	100 0 0	1844						
" " - "	18 10 0	1855						
Stoke Prior " - - N.S.	33 10 0	1849						
" - - "	16 15 0	1850						
Weobley - - - N.S. 7	179 0 0	1856	2 4 6½	85 10 0	- -	75 0 0	10 18 0	
" - - "	90 0 0	1857						
Weonard's, Saint - N.S.	82 0 0	1847						
Whitbourne - - Ch. S.	164 0 0	1856						
Whitchurch - - N.S. 11	- - -		- -	- -	- -	- -	7 18 0	
Whitney - - - N.S.	42 0 0	1846						
HERTFORDSHIRE.								
Alban's, St. - - N.S.	*50 0 0	1836						
" - - "	79 0 0	1848						
Alban's, St., St. Peter's Ch. S. 5	100 0 0	1851	2 5 0	20 0 0	- -	38 13 4	11 0 0	
Albury - - - Ch. S. 6	- - -		2 0 4	58 3 4	- -	56 13 4		
Anwell, Great - N.S. 8	- - -		1 14 0	54 0 0	- -	362 0 0	64 6 4	
Anstey - - N.S.	111 4 0	1854	1 11 8					
Aspeden, Endowed N.S.	61 15 11	1849	1 6 9½					
Baldock - - - B.S. 4	*60 0 0	1839	- -	3 15 0	- -	3 15 0		
Baldock - - - N.S.	*200 0 0	1834						
Barnet, Chipping - N.S.	60 0 0	1846						
Barley - - - N.S. 4	- - -		- -	- -	- -	- -	20 11 0	
Bayford - - - N.S. 2	45 0 0	1857	- -	- -	- -	1 5 0	3 5 0	
Bengeo - - - N.S. 7	112 10 0	1850	3 8 0½	87 12 6	- -	144 3 4	59 15 0	
" - - "	50 0 0	1856						
Bennington - - N.S.	45 0 0	1843						
Berkhampstead, Great, and North Church N.S. 5	*100 0 0	1838	- -	40 13 4	- -	55 15 0		
Berkhampstead, Great B.S.	*130 0 0	1834						
Boxmoor - - - N.S.	75 0 0	1842						
Bramfield - - N.S. 3	- - -		- -	12 0 0				
Buckland - - - N.S. 5	80 0 0	1848	1 1 3½	16 5 0	- -	15 0 0	2 10 0	

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		Amount.	Date of Payment.						
HERTFORDSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Buntingford	N.S. 7	100 0 0	1845	1 7 0¾	155 0 0	- - -	173 15 0	7 10 0	
"	"	2 18 4	1849						
"	"	17 10 0	1856						
Burnham Green	N.S.	50 0 0	1843						
Bushey	B.S. 12	125 0 0	1846	6 13 3½	- - -	- - -	527 11 8	13 16 0	
"	"	47 14 0	1848						
Cheshunt	B.S. 4	- - -	- - -	- - -	3 15 0	- - -	- - -	4 11 8	
Cheshunt, Vicarage, Girls	N.S. 5	- - -	- - -	- - -	12 0 0	- - -	15 0 0	9 0 0	
Cheshunt, Vicarage, Infants	N.S. 5	- - -	- - -	- - -	- - -	- - -	29 0 0	12 10 0	
Cheshunt (Dewhurst's) Charity	S. 5	- - -	- - -	3 18 4½	- - -	- - -	23 0 0	10 10 0	
Chipperfield	N.S.	50 10 0	1843						
Colney, St. Peter's	N.S. 7	- - -	- - -	4 12 0½	180 0 0	- - -	250 0 0	57 6 0	
Cromer Hyde	N.S.	- - -	- - -	1 5 2					
Frogmore End	Ch. S.	539 14 0	1857	5 0 0½					
Gaddesdon, Great	N.S.	181 16 0	1857						
Hadham, Much	N.S. 4	- - -	- - -	1 16 3¾	16 10 0	- - -	20 16 8	9 11 0	
Hadham, Little	B.S.	*40 0 0	1836						
Harpenden	B.S.	105 0 0	1851						
Hatfield (Bishop's)	N.S. 8	- - -	- - -	3 7 7¼	78 11 8	35 8 4	448 3 4	88 8 0	
" Night	N.S. 8	- - -	- - -	- - -	8 15 0	- - -	- - -	5 2 0	
Hempstead, Hemel	N.S. 6	843 10 0	1856	2 13 4½	21 5 0	- - -	46 5 10	15 0 0	
Hempstead, Hemel, Royal	B.S. 4	*150 0 0	1834	2 0 0	- - -	- - -	3 15 0		
Hertford, All Saints', Industrial and	N.S. 4	40 0 0	1851	1 10 4½	2 10 0	- - -	3 15 0		
" "	"	48 10 0	1852						
Hertford (Cowper's Testimonial)	Ch. S. 7	- - -	- - -	12 8 2½	122 10 0	- - -	351 0 0	44 10 0	
Hertford, Green Coat Endowed	N.S. 6	- - -	- - -	1 9 1½	27 15 0	- - -	- - -	7 10 0	
Hertford Heath	N.S.	*75 0 0	1838						
Hertingfordbury	Ch. of E. 8	- - -	- - -	1 2 8½	13 0 0	- - -	277 4 2	- - -	0 17 6
" Night	S.	- - -	- - -	- - -	- - -	22 18 4			
High-Cross	N.S. 7	- - -	- - -	1 10 5½	101 5 0	- - -	120 0 0	- - -	2 0 0
Hitchin	B.S. 5	*175 0 0	1838	17 9 3½	117 17 6	- - -	636 5 0		
"	"	200 0 0	1854						
Hitchin, St. Andrew's	N.S.	300 0 0	1854						
Hitchin, St. Mary's	N.S. 7	1,540 0 0	1855	3 18 1	75 5 0	- - -	134 10 0	31 4 0	
Hoddesdon	N.S. 5	125 0 0	1844	- - -	5 16 8	- - -	- - -	5 5 0	
"	"	55 0 0	1845						
Hoddesdon	B.S. 6	- - -	- - -	2 3 1½	- - -	- - -	- - -	19 10 0	
Hormead, Great	N.S.	100 0 0	1845	2 10 0					
Hunsdon	Ch. of E. 5	- - -	- - -	- - -	34 0 0	- - -	20 0 0	6 5 0	
Ickleford	N.S. 8	*50 0 0	1839	3 11 2¼	74 3 4	62 10 0	165 0 0	30 9 0	
"	"	201 0 0	1849						
Ippolyts, Saint	N.S. 7	106 0 0	1847	3 13 8	64 16 8	- - -	274 4 2	32 0 0	
" "	"	14 15 0	1854						
"	"	17 0 0	1855						
Kensworth	N.S. 7	150 0 0	1853	1 0 1½	18 0 0				
Kimpton	Par.	540 0 0	1856						
Langley, Abbott's	N.S. 8	60 0 0	1845	3 12 0½	106 13 4	- - -	253 17 6	26 15 0	
" "	"	50 0 0	1848						
" "	"	10 0 0	1849						
" "	"	246 0 0	1854						
"	"	14 0 0	1855						
Langley, King's	N.S.	*66 0 0	1838						
Leavesden	N.S.	40 0 0	1843						
Mimms, North	N.S. 7	- - -	- - -	1 7 6¼	37 10 0	- - -	81 0 0	15 12 0	
Munden, Great	N.S. 7	60 0 0	1846		49 10 0	- - -	- - -	2 19 0	
"	"	15 0 0	1847						
Northaw	N.S.	124 0 0	1851						
Pelham, Brent	N.S.	50 0 0	1846						
Pelham, Furneux	N.S. 6	50 0 0	1843	- - -	35 8 4	- - -	32 10 0		
" "	"	15 0 0	1855						

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HERTFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pirton - - - N.S. 7	74 0 0	1841	1 12 11	7 10 0				
„ - - - „	15 13 10	1854						
Rickmansworth - N.S.	238 0 0	1850	6 9 4					
Royston - - N.S. 7	27 0 0	1855	- -	55 10 0	- -	90 0 0	52 11 0	
Royston - - - B.S.	75 0 0	1840						
Sandon - - - N.S.	*40 0 0	1837						
„ - - - „	30 0 0	1846						
Sawbridgeworth - N.S. 3	- -	-	- -	- -	- -	- -	0 5 0	
Shenley - - N.S. 7	52 0 0	1842	6 6 10½	94 15 0	- -	59 0 0	69 12 0	
„ - - - „	7 0 0	1848						
„ - - - „	70 0 0	1854						
Stevenage - - N.S.	*92 0 0	1834	2 2 0					
„ - - - „	46 0 0	1851						
„ - - - „	41 0 0	1851						
Stortford, Bishop's, Practising School - 6	- -	-	3 0 0	98 11 8	- -	- -	7 17 0	
Stortford, Bishop's N.S.	- -	-	- -	- -	- -	- -	2 19 0	
Stortford, Bishop's, New Town - - N.S. 6	- -	-	- -	4 3 4	- -	21 5 0		
Stortford, Bishop's B.S. 4	*150 0 0	1840	4 3 4½	15 0 0	- -	3 15 0	9 0 0	
„ „ - - „	100 0 0	1847						
„ „ - - „	44 0 0	1856						
Therfield - - N.S. 3	128 0 0	1856	- -	- -	- -	2 10 0		
Tring - - - N.S.	182 0 0	1843						
Wadesmill, Infants N.S.	- -	-	- -	10 0 0				
Walkern - - N.S. 7	13 0 0	1857	- -	21 13 4	- -	119 0 0		
Ware - - - N.S.	490 0 0	1844						
Ware - - - B.S.	*75 0 0	1839						
Watford - - - N.S. 6	*60 0 0	1838	5 0 0	6 10 0	- -	42 1 8	14 11 0	
„ - - - „	130 0 0	1842						
Watford Heath - Ch. S.	82 0 0	1855						
Watton - - - N.S.	- -	-	4 0 10					
Welwyn - - - N.S. 4	- -	-	2 16 0½	18 6 8				
Weston - - - N.S. 5	- -	-	5 9 2	49 14 2	- -	32 10 0	26 7 0	
Willian - - - N.S.	25 0 0	1842						
„ - - - „	20 0 0	1844						
„ - - - „	20 0 0	1848						
Wilstone - - N.S.	100 0 0	1847						
Woodhill - - N.S. 8	- -	-	2 4 11½	103 18 4	84 3 4	155 6 8	28 14 0	12 0 6
„ - - - „	- -	-	a13 6 8					
Wymondley, Great N.S.	60 0 0	1848						
Yardley - - N.S.	*40 0 0	1837						
„ - - - „	30 0 0	1846						
HUNTINGDONSHIRE.								
Abbotsley - - N.S.	42 0 0	1845						
Alconbury - - N.S.	75 0 0	1842						
Alwalton (Earl Fitzwilliam's) - - N.S. 5	- -	-	- -	33 0 0	- -	37 10 0	8 15 0	
Bluntisham - - N.S.	15 0 0	1850						
„ - - - „	32 0 0	1856						
Brampton - - Ch. S. 4	- -	-	12 2 6	155 17 6	- -	295 10 0	36 5 0	
Broughton - - N.S.	60 0 0	1844						
Catworth, Great - N.S.	42 0 0	1845						
Earith - - - B.S. 2	100 0 0	1840	4 6 8½	- -	- -	172 15 0	5 8 0	
Farcet - - - N.S.	60 0 0	1848	1 19 9					
Fen-Stanton - - N.S. 3	144 0 0	1847	1 1 8½	58 6 8	- -	115 3 4	37 15 0	
Fen-Stanton - - B.S. 2	- -	-	1 15 10½	26 5 0	- -	32 10 0	7 16 0	
Fletton, New - - B.S.	364 10 0	1856						
Holme - - Ch. of E. 3	- -	-	- -	68 15 0	- -	- -	3 11 0	
Huntingdon, Boys N.S. 3	32 0 0	1855	7 17 7½	62 10 0	- -	75 0 0	6 0 0	
Huntingdon, St. Mary's, Girls and Infants N.S. 4	83 0 0	1855	- -	63 0 0	- -	36 5 0	8 17 0	
Huntingdon, Walden's Charity - - N.S. 4	- -	-	- -	- -	- -	52 10 0		

a Scientific apparatus.

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	Amount.	Date of Payment.						
HUNTINGDONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ives, Saint - - N.S. 3	250 0 0	1845	6 0 0	66 11 8	- -	512 10 0	13 10 0	
" - - - "	80 0 0	1849						
" - - - "	18 0 0	1851						
" - - - "	46 0 0	*1853						
Ives, Saint - - B.S. 3	- -	-	3 0 1	76 13 4	- -	256 1 8	67 17 0	
Neots, Saint - - N.S. 3	146 0 0	1842	6 10 0½	- -	- -	- -	8 6 0	
" - - - "	20 4 4	1857						
Neots, Saint - - B.S. 2	- -	-	2 9 5	11 5 0				
Neots, Saint, Charity S. - 3	44 0 0	1855	1 13 6½	47 1 8	- -	22 6 8	40 5 0	
Neots, Saint - - Wes. 2	- -	-	4 5 8½	136 10 0	55 0 0	240 5 0	43 1 0	
Offord-Cluney - - N.S.	48 0 0	1847						
" - - - "	23 10 0	1850						
" - - - "	18 0 0	1856						
Orton Longville Ch. S.	172 16 6	1854	1 13 4½					
Orton Waterville - N.S.	63 0 0	1850	1 5 4½					
Ramsey - - - Wes. 3	- -	-	2 0 0	17 10 0	- -	16 10 0	9 15 0	
Ripton, King's - N.S.	40 0 0	1845						
Sawtrey - - N.S.	92 0 0	1841						
Sawtrey - - - Wes. 12	- -	-	2 10 4½	- -	- -	- - -	9 0 0	
Spaldwick - - N.S.	60 0 0	1847						
Stanground - - N.S.	65 0 0	1846	1 1 6					
Stilton - - - N.S.	75 0 0	1846						
Stukeley, Great - N.S.	45 0 0	1845						
Thurning - - N.S.	26 10 0	1843						
Warboys - - - N.S. 3	- -	-	- -	75 0 0	- -	179 5 0	10 10 0	
Weston, Old - - N.S.	50 0 0	1844						
Wickham - - - N.S.	- -	-	2 2 11½					
Wistow - - - N.S.	50 0 0	1842	0 7 8					
Woodhurst - - N.S.	42 0 0	1843						
" - - - "	40 0 0	1845						
" - - - "	12 0 0	1846						
Yaxley, Endowed School	128 0 0	1849						
KENT.								
Appledore and Ebony N.S.	120 0 0	1848						
" - - - "	21 19 0	1856						
Ashford - - - N.S. 7	206 0 0	1843	26 3 11½	185 10 0	- -	962 15 10	71 7 1	
" - - - "	30 0 0	1851						
" - - - "	47 0 0	1855						
" - - - "	11 0 0	1856						
" - - - "	42 4 0	1856						
" - - - "	17 10 0	1857						
Ashford - - - B.S. 8	- -	-	9 1 5	89 0 0	- -	166 18 4	65 8 0	
Ashford, South Eastern Railway Company's N.S. 7	- -	-	- -	7 10 0				
Aylesford, Educational Society's - - N.S. 7	- -	-	5 18 8	36 10 0	- -	56 9 2	4 7 11	
Aylesford, Preston Hall, Infant - Ch.S. 6	- -	-	- -	34 16 8	- -	- -	3 12 0	
Bapchild and Tonge N.S. 7	137 12 6	1854	2 6 8	7 10 0	- -	75 16 8	4 8 8	
Barham - - - N.S. 7	- -	-	7 19 0½	62 10 0	- -	440 3 4	13 10 0	
Barming - - - N.S.	50 0 0	1842	1 10 0					
" - - - "	265 0 0	1856						
Bearstead - - N.S. 7	125 0 0	1848	2 5 2½	11 0 0	- -	78 15 0	4 0 6	
Beckenham - - N.S. 7	- -	-	3 19 2½	31 8 4	- -	154 6 8	29 17 1	
Bethersden - - N.S. 5	175 0 0	1851	4 16 8½	- -	- -	32 10 0		
" - - - "	7 1 4	1854						
Bexley - - - N.S. 4	*160 0 0	1837	- -	15 0 0	- -	- -	7 5 0	
" - - - "	70 0 0	1845						
Bidborough - - N.S.	178 0 0	1855						
Biddenden - - N.S.	162 0 0	1849						
Birchington - - N.S.	129 5 0	1849						
Borden - - - N.S. 7	182 0 0	1849	- - -	7 10 0	- -	- -	3 18 0	
Boughton-under-Blean - - - N.S.	100 0 0	1852						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Boughton, Malherbe N.S. 5	100 0 0	1847	2 2 8½	- -	- -	15 8 4		
Boughton, Monchelsea N.S. 7	114 0 0	1851	1 10 1	- -	- -	- -	7 0 0	
Boxley - - N.S. 7	121 0 0	1846	3 3 5½	138 12 6	- -	417 12 6	13 13 5	
Brabourne - - N.S. 7	102 0 0	1846	5 0 0½	13 15 0	- -	153 3 4	8 9 3	
Brenchley - - N.S. 7	116 10 0	1842	2 0 0½	32 10 0	- -	99 11 8	32 9 5	
Brenzett - - N.S. 6	100 0 0	1852	- -	12 10 0	- -	- -	2 11 0	
Broadstairs - - N.S. 7	*145 0 0	1837	6 5 3½	38 10 0	- -	62 13 4	5 2 11	
Bromley - - N.S. 12	1,100 0 0	1855	7 17 1½	47 15 0	- -	55 0 0	13 15 0	
Bromley Common - N.S. 12	202 0 0	1847	1 11 1½	33 0 10	- -	111 5 0	7 16 0	
Brompton - - N.S. 3	303 15 0	1851	4 3 9½	55 0 0	- -	463 6 8	122 0 10	
" - -	120 0 0	1856						
Bucklaud - - N.S.	81 0 0	1844						
Canterbury - - B.S.	173 10 0	1841						
" - - "	120 0 0	1846						
Canterbury (Broad Street), Model - N.S. 7	720 0 0	1848	24 11 9½	25 0 0	- -	1,442 10 0	14 4 8	
" Night S. " 7	- -	-	- -	- -	- -	11 13 4		
Canterbury, St. Martin's and St. Paul's N.S. 7	80 0 0	1845	5 8 1	50 0 0	- -	271 13 4	21 5 10	
Canterbury, St. Mildred's - - N.S. 7	400 0 0	1855	9 7 0½	48 17 6	- -	46 13 4	10 17 9	
Canterbury, St. George the Martyr's and St. Mary Magdalene's - N.S. 7	100 0 0	1854	- -	9 3 4	- -	54 11 8	4 1 3	
Charing - - N.S. 7	- -	-	1 7 8½	97 10 0	- -	315 4 2	17 2 6	
Charlton - - N.S. 9	- -	-	- -	8 15 0				
Chart, Great - - N.S.	72 0 0	1846						
Chatham - - N.S.	- -	-	- -	- -	- -	191 10 0		
Chatham, St. John's N.S. 3	- -	-	- -	18 13 4	- -	22 0 0	9 13 4	
Chatham, St. Mary's N.S.	- -	-	2 10 4½					
Chatham, St. Paul's - N.S. 11	733 0 0	1857	2 0 0	19 6 8	- -	- -	7 7 0	
Cheriton and Newington - - - N.S.	125 0 0	1848						
" - -	40 0 0	1849						
Chiddingstone - N.S.	98 0 0	1841						
Chiselhurst - - N.S. 6	- -	-	- -	62 13 4	- -	- -	22 5 0	
Cliffe - - - N.S.	200 0 0	1854						
Cranbrook - - N.S. 5	183 0 0	1844	- -	- -	- -	121 17 6		
" - - "	17 0 0	1846						
Cranbrook, Milkhouse Street (Holy Trinity District) Sunday and Infant - - - N.S.	76 0 0	1841						
" - -	20 0 0	1847						
Cray (Paul's) " - N.S.	*30 0 0	1839						
Crayford - - N.S. 5	- -	-	2 10 0	44 19 2	- -	106 5 0	2 0 0	
Crockenhill - - N.S. 5	229 10 0	1857	2 10 0½	3 6 8	- -	5 0 0		
Crockham - Ch. S. 6	- -	-	- -	23 15 0	- -	- -	6 12 0	
Cudham - - - N.S. 6	101 5 0	1852	- -	- -	- -	- -	32 7 0	
Cuxton - - N.S. 3	92 0 0	1850	1 16 0½	32 10 0	- -	35 16 8	14 13 11	
" - - "	9 6 8	1855						
" - - "	29 0 0	1857						
Dartford - - N.S. 6	- -	-	2 8 0½	21 13 4				
Dartford, Boys - Wes. 5	- -	-	7 10 2½	66 0 0	- -	241 10 0	3 0 0	
Dartford, Waterside, Girls - - - Wes. 5	- -	-	- -	24 6 8	- -	272 15 0	4 5 0	
Deal - - N.S. 12	- -	-	3 2 9½	72 3 4	- -	287 8 4	35 1 6	
Deal - Par. Ch. S. 12	422 16 8	1853	13 5 8½	108 16 8	- -	279 18 4	27 3 0	
Deal - - - Wes. 8	- -	-	- -	55 0 0	- -	154 10 0	33 7 0	
Denton - - - N.S.	64 10 0	1841						
Deptford - - N.S.	20 0 0	1844	1 11 10					
Deptford, St. John's N.S. 5	1,002 0 0	1856	6 0 9½	49 2 8	- -	143 13 4	27 7 1	
" " - "	522 14 0	1857						
Deptford, New Street B.S.	110 0 0	1841						
Deptford, St. Nicholas' N.S.	*50 0 0	1835	2 2 1½					
Deptford R.C. 1	- -	-	2 17 6½	- -	- -	83 0 0		

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KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Detling - - - N.S.	163 4 0	1856	2 1 8					
Dover - - - B.S. 8	*437 0 0	1835	7 15 1½	85 0 0	- -	180 10 0	32 3 0	
„ - - - „	32 0 0	1854						
„ - - - „	15 15 0	1857						
Dover East Cliff - N.S. 10	- - -		1 12 1½	60 3 4	- -	15 0 0		
Dover, Holy Trinity N.S. 12	148 0 0	1847	5 10 8	37 18 4	- -	15 0 0	13 17 0	
Dover, Home for Young Women - - - - 10	- - -	- - -	- - -	- - -	- -	- - -	- - -	107 18 0R
Downe - - - N.S. 6	- - -	- - -	- - -	39 5 0	- -	- -	10 10 0	
Dunstan's, Saint (near Canterbury) - N.S.	177 0 0	1857						
Edenbridge - - N.S.	200 0 0	1854						
Edenbridge - - B.S. 7	- - -	- - -	2 10 0	40 0 0	- -	- - -	14 18 0	
Egerton, St. James' N.S.	125 0 0	1846						
„ „ - -	9 12 9	1857						
Elham - - - N.S. 5	60 0 0	1845	4 1 0	145 15 0	- -	76 9 2	6 14 0	
Elham - - - B.S. 8	- - -	- - -	2 1 4	49 11 8	- -	15 0 0	20 2 0	
Eltham - - - N.S. 9	40 0 0	1841	5 1 8	10 0 0	- -	279 3 4		
„ - - - „	21 0 0	1849						
„ - - - „	136 15 0	1853						
Erith - - - N.S.	106 0 0	1850						
„ - - - „	38 0 0	1851						
Eynesford - - N.S.	*70 0 0	1836	3 4 0½					
Farleigh, East - N.S. 7	*34 0 0	1839	3 15 0½	81 12 6	- -	304 19 2	13 10 10	
„ - - - „	120 0 0	1849						
„ - - - „	145 0 0	1856						
Farleigh, West - N.S.	- - -	- - -	1 8 8					
Faversham - - N.S. 7	- - -	- - -	7 10 7	114 3 4	- -	639 18 4	44 5 1	
Faversham - - B.S. 8	- - -	- - -	6 16 11	78 6 8	- -	419 15 0	25 0 0	
Fawkham, Hartley and Longfield - N.S.	35 0 0	1841						
Folkestone - - B.S. 8	162 0 0	1840	5 9 5½	54 14 2	- -	505 8 4	59 0 0	
„ - - - „	13 7 4	1853						
„ - - - „	11 5 4	1853						
„ - - - „	75 0 0	1856						
Folkestone, Ch. Ch. Infants - - N.S. 11	94 0 0	1852	4 10 11½	10 16 8	- -	- - -	11 15 0	
Folkestone, St. Mary's and St. Eanswith's N.S. 12	551 12 6	1855	7 7 9½	95 1 8	- -	103 0 0	4 13 0	
Frittenden - - N.S.	65 0 0	1843						
Garlinge, St. James' N.S. 7	169 0 0	1855	- - -	- - -	- -	- - -	8 15 0	
Goodnestone - - Par. 5	- - -	- - -	- - -	128 5 0	- -	112 10 0	5 8 0	
Gravesend and Milton - - - N.S. 3	*490 0 0	1836	7 14 11½	191 0 0	- -	628 19 2		
„ „ - - „	100 0 0	1849						
Gravesend, Princes Street - - - B.S. 6	- - -	- - -	- - -	109 5 0	- -	207 18 4		
Gravesend, and St. James' - - N.S.	200 0 0	1855						
Green Street Green Ch. S.	42 10 0	1852	2 1 0					
Greenwich - - N.S.	*83 0 0	1837						
Greenwich - - P.U. 4	- - -	- - -	- - -	- - -	- -	66 10 0		
Greenwich, East Branch, Sunday and Infant School - 6	200 0 0	1844	- - -	32 10 0	- -	92 15 5		
Greenwich Reformatory	- - -	- - -	- - -	- - -	- -	- - -	- - -	92 2 4R
Greenwich, Holy Trinity (Maidenstone Hill) - - N.S. 12	320 0 0	1846	12 7 2½	116 18 4	- -	524 5 0	21 9 8	
„ „ - - „	258 0 0	1854						
Greenwich (Crown's Hill), St. Ann's - R.C. 3	- - -	- - -	- - -	- - -	- -	- - -	- - -	47 0 0
Greenwich, Roan's Charity (East Branch), Grey Coat School - - N.S. 6	- - -	- - -	2 5 5½	- - -	- -	128 15 0		
Greenwich, (West Branch), Roan's Grey Coat - - N.S. 6	- - -	- - -	- - -	- - -	- -	168 18 4		
Hadlow - - - N.S.	437 0 0	1849						

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KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harbledown, - - N.S.	111 10 0	1854						
Hardres, Lower - N.S.	38 0 0	1847						
Harrietsham - Ch. S. 6	90 0 0	1845	3 14 4½	145 13 4	- -	25 8 4	17 13 0	10 11 10
Hawkhurst - - N.S. 6	41 9 0	1855	- -	124 11 8	- -	127 18 4	39 2 0	
" - - "	41 10 0	1857						
Headcorn - - N.S.	- -	- -	1 8 0					
Higham - - - N.S. 3	120 0 0	1848	2 9 4	75 12 6	- -	130 16 8	34 1 7	
" - - "	54 0 0	1855						
Hildenborough - N.S.	126 0 0	1848						
Hoo - - - N.S.	*75 0 0	1839	1 6 11					
Hougham, Ch. Ch. - N.S. 12	300 0 0	1848	5 17 0	22 1 8				
Hythe - - - N.S. 7	400 0 0	1852	10 9 7½	233 6 8	- -	576 13 4	30 12 1	
Ightham - - - N.S. 7	- -	- -	2 1 7½	82 2 6	- -	274 13 4	9 11 8	
Keston - - - N.S.	212 8 0	1856						
Kingsdown - - Par.	12 18 11	1856	1 9 0					
Knockholt - - N.S.	362 0 0	1857						
Lamberhurst - - N.S.	*43 0 0	1835						
" - - "	*16 0 0	1836						
Lee " - - " N.S. 9	- -	- -	10 4 8	35 13 4	-	799 6 8	6 14 2	
Lenham - - - N.S.	105 0 0	1851	3 16 6½					
Lewisham, St. Mary's N.S. 12	265 0 0	1857	- -	10 0 0	- -	- -	9 11 0	
Lewisham Bridge - B.S. 12	- -	- -	- -	13 15 0	- -	- -	1 16 0	
Loose - - - N.S. 7	96 0 0	1843	1 17 9	5 0 0	- -	- -	5 17 0	
Luton (near Chatham) - - - N.S. 3	50 0 0	1847	1 13 4½	- -	- -	2 10 0	3 19 0	
Lydd - - - N.S. 7	200 0 0	1850	3 17 7½	55 0 0	- -	207 18 4	26 18 0	
Lyminge, Endowed N.S. 7	136 0 0	1850	1 15 7½	- -	- -	75 0 0		
Maidstone - - P.U. 9	- -	- -	- -	- -	- -	39 11 8		
Maidstone, All Saints' N.S. 7	- -	- -	13 8 6½	275 10 0	25 0 0	1,134 2 5	27 10 4	
Maidstone Heath - N.S.	177 15 0	1857						
Maidstone, St. Peter's N.S.	200 0 0	1848						
Maidstone, Trinity Model - - - N.S. 7	480 0 0	1842	13 1 0	265 19 2	- -	1,472 10 0		
Malling, East - - N.S. 7	187 10 0	1850	4 0 10½	22 10 0	- -	136 0 0	22 13 2	
Malling, West, Endowed 7	12 6 8	1852	2 14 2½	66 8 4	- -	95 0 0	21 13 0	
Malling, West, Girls N.S. 7	- -	- -	- -	27 10 0	- -	41 13 4	19 15 0	
Malling, North, Deanery, Schoolmasters' Association - - - -	- -	- -	1 10 1					
Margaret, St. (at Cliffe) - - N.S.	40 0 0	1847						
Margaret's, St. (next Rochester) - - N.S. 2	500 0 0	1854	4 0 0½	72 8 4	- -	74 0 0	10 3 0	
" Night School 2	- -	- -	- -	- -	- -	8 0 0		
Margate - - - B.S. 8	596 0 0	1857	4 0 11½	51 10 0	- -	95 10 0	14 9 0	
Margate, Holy Trinity N.S. 7	225 0 0	1851	8 11 0½	72 10 0	- -	421 12 6	24 10 0	
" " - "	50 0 0	1853						
Margate, St. John's, N.S. 7	475 0 0	1855	8 12 11¼	122 10 0	83 6 8	79 13 4	16 5 0	
Meopham - - N.S.	62 0 0	1842						
" - - "	20 0 0	1843						
Milton, Ch. Ch. - N.S. 4	- -	- -	- -	12 10 0	- -	22 5 0		
Milton (near Sittingbourne) - - N.S. 6	300 0 0	1849	- -	19 5 0	- -	6 5 0	7 16 0	
Milton (next Gravesend) - - - B.S. 6	- -	- -	4 14 0	81 15 0	- -	269 16 8		
Minster - - - N.S. 7	350 0 0	1848	1 10 7½	22 10 0	- -	- -	5 17 0	
" - - "	45 0 0	1855						
Monkton - - N.S. 5	- -	- -	- -	23 6 8				
Newchurch - - N.S.	40 0 0	1845						
Newington - - N.S. 7	105 0 0	1851	4 18 6½	77 16 8	- -	73 15 0	11 0 8	
Northbourne, St. Augustine's - - N.S. 7	145 10 0	1852	2 0 0	68 5 0	- -	120 0 0	21 2 4	
Northfleet - - N.S.	*115 0 0	1838						
" - - "	25 0 0	1845						
Patrixbourne and Bridge - - N.S.	120 0 0	1850						

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		Amount.	Date of Payment.						
KENT—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Peckham, East	N.S. 7	- - -	-	3 13 4	41 3 4	- -	23 6 8	16 11 0	
Petham	N.S.	70 0 0	1849	2 1 11½	24 11 8	- -	24 13 4		
Penshurst	N.S. 5	- - -	-		- -	- -	- -	7 4 0	
Platt, St. Mary's	N.S. 5	113 0 0	1847	2 3 5½	37 10 0	- -	272 1 8	39 7 6	
Plaxtol	N.S. 7	171 0 0	1847	4 6 11½	7 10 0	- -	181 13 4	25 5 8	
Pluckley	N.S. 7	93 10 0	1851	7 8 0	13 0 0	- -	37 15 0		
Plumstead, Central, Ch. S.	12	1,825 0 0	1857	3 16 7½	23 0 0	- -	38 6 8	0 11 0	
Plumstead, East, Endowed	N.S. 8	- - -	-						
Plumstead, West, St. James'	N.S.	- - -	-	3 13 4					
Plumstead, Burrage Road	B.S. 6	- - -	-	4 11 4½	57 6 8	- -	164 10 0	11 14 0	
Preston	N.S.	*25 0 0	1837						
Rainham	N.S. 3	160 0 0	1847	3 16 7½	17 10 0	- -	20 13 4	43 15 5	
Ramsgate, Ch. Ch.	N.S. 7	506 0 0	1849	8 7 2½	176 9 2	- -	453 11 8	17 2 4	
Ramsgate, St. George's	N.S. 7	- - -	-	18 3 5½	121 3 4	- -	485 16 8	26 13 0	
Ramsgate, St. Lawrence's	N.S. 7	58 0 0	1851	1 6 8	- -	- -	199 1 8	13 0	
Rochester, Dartford, and Shoreham, Ch. Schoolmasters' Association		- - -	-	2 0 0½					
Rochester, St. Nicholas'	N.S. 3	399 0 0	1849	7 3 8½	285 3 4	- -	804 1 8	35 1 0	
Rolvenden	N.S.	*100 0 0	1836						
Romney, New	N.S. 7	59 0 0	1856	3 0 4½	37 10 0	- -	110 6 8	49 13 6	
Rusthall	N.S. 4	- - -	-	1 4 8½	37 10 0	25 0 0	10 0 0	22 10 8	
Sandgate	N.S.	275 0 0	1846	1 5 6					
Saltwood	N.S. 11	88 5 6	1855	- - -	- -	- -	- -	9 4 0	
Sellinge	Ch. of E. 7	- - -	-	- - -	5 0 0				
Shadoxhurst	N.S.	30 0 0	1847						
Sheerness	N.S. 11	*250 0 0	1837	8 1 2½	23 15 0	48 6 8	- -	24 0 0	
Sheerness	B.S.	*275 0 0	1837						
Sheldwick, the Leys, United	N.S. 7	- - -	-	4 6 8½	16 10 0	- -	41 5 0	6 9 0	
"	"	- - -	-	- - -	30 0 0*a*				
Shipbourne	N.S. 7	75 0 0	1853	- - -	16 10 0	- -	- -	7 10 10	
"	"	102 10 0	1857						
Sissinghurst (Mrs. H. Cleaver's)	N.S. 7	- - -	-	- - -	5 0 0	- -	- -	3 7 6	
Sissinghurst (Lady de Spaen's)	N.S. 7	- - -	-	- - -	7 10 0	- -	- -	4 11 0	
Sittingbourne	N.S.	230 0 0	1847						
Smarden, Free	N.S.	- - -	-	2 0 0½					
Snodland	N.S. 6	- - -	-	1 9 10	- -	- -	- -	7 16 0	
Southborough	N.S. 5	100 0 0	1845	2 0 9	19 11 8	- -	38 6 8		
Southfleet, Endowed	N.S.	- - -	-	1 3 1½					
Standford	N.S.	25 0 0	1845						
Stephen's, St. (near Canterbury)	N.S. 7	120 0 0	1849	1 10 8	22 10 0	- -	58 15 0	8 12 3	
Stockbury	N.S.	50 10 0	1842						
Stowting	N.S.	55 0 0	1846						
Strood	N.S. 2	252 0 0	1850	5 2 11½	103 16 8	- -	237 10 10	11 18 0	
Sturry	N.S. 7	60 0 0	1852	2 11 6	- -	- -	- -	15 3 0	
Sutton-at-Hone	N.S. 5	364 0 0	1855	3 1 9	61 5 0	- -	156 0 0	18 6 0	
Sutton Valence	N.S. 7	42 0 0	1857	- - -	63 4 2	- -	219 7 6	8 8 0	
Swanscombe and Stone	N.S.	70 0 0	1843	1 3 3½					
Swingfield Minnis	N.S. 6	150 0 0	1847	1 6 10½	- -	- -	65 4 2		
Sydenham	N.S. 9	*35 0 0	1838	- - -	85 0 0	- -	313 10 0	46 19 0	
Sydenham	Wes. 2	- - -	-	2 8 5½	20 16 8	- -	53 6 8	8 8 0	
Tenterden	N.S. 6	150 0 0	1844	2 12 9	24 2 6	- -	32 14 2	7 3 0	
"	"	63 0 0	1857						
Tenterden	B.S. 8	- - -	-	7 2 6	115 18 4	- -	395 0 0	25 4 10	25 16 8
Teston	N.S. 6	- - -	-	- - -	61 5 0	- -	17 10 0	30 0 0	
Thanet, St. Peter's	N.S. 7	105 0 0	1849	1 0 0½	81 0 0	- -	229 11 8	34 17 8	
"	"	50 0 0	1853						
Tovil, St. Stephen's	N.S.	153 0 0	1851	2 9 6					

a Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Trotterscliffe - N.S.	54 0 0	1849						
" - - "	50 0 0	1854						
Tunbridge - - Wes. 8	- - -	-	5 10 0½	23 15 0	- -	- -	20 9 0	
Tunbridge, St. Stephen's - - N.S. 5	250 0 0	1855	4 5 5	46 5 0	- -	131 10 0	25 0 0	
Tunbridge Wells Chapel - Free S. 5	- -	- -	4 1 9	10 0 0	-	19 5 0		
Tunbridge Wells, St. Augustine's - R.C.	- -	- -	2 6 8					
Tunbridge Wells, Trinity - - - N.S. 5	- - -	- -	- -	34 0 0	- -	100 15 0	2 8 9	
Tunbridge Wells, Trinity, Middle - N.S. 5	- -	- -	- -	41 13 4	- -	- -	2 18 6	
Upchurch - - N.S.	54 0 0	1847						
Walmer and Ringwould - - N.S. 12	*106 0 0	1837	3 16 5½	52 15 0	- -	330 7 6	21 4 2	
" " - - "	760 0 0	1857						
Waltham - - N.S.	- - -	- -	- -	- -	- -	- -	3 4 0	
Wateringbury - N.S. 7	- - -	- -	2 12 8	27 0 0	- -	257 16 8	51 5 5	
Weald, Sevenoaks - Par. 12	- - -	- -	- -	13 15 0	- -	- -	5 2 0	
Westerham - - N.S. 9	- - -	- -	2 3 5	14 11 8	- -	- -	7 18 8	
Whitstable and Seasalter - - N.S. 7	- - -	- -	24 8 9½	32 10 0	- -	949 16 8	45 4 0	
Willesborough - N.S. 7	67 0 0	1849	3 0 11	- -	- -	35 16 8		
Wilmington - Ch. S.	128 0 0	1850						
Woodchurch - - N.S. 7	75 0 0	1844	3 8 7½	47 13 4	- -	418 18 4	39 6 10	
" - - - "	4 16 8	1848						
" - - - "	15 6 8	1849						
Woodnesborough - N.S.	95 0 0	1848						
Woolwich - - N.S. 9	289 0 0	1841	16 4 3½	69 0 0	- -	516 18 4	65 8 0	
Woolwich, Power Street B.S.	*225 0 0	1835						
Woolwich Presbyterian S. 12	1,400 0 0	1857	12 4 10¾					
Woolwich, St. Thomas' N.S. 12	1,036 0 0	1856	15 18 11½	22 18 4	- -	- -	19 17 0	
Woolwich - - R.C.	- - -	- -	2 13 4½					
Wrotham - - N.S.	100 0 0	1845						
LANCASHIRE.								
Abney, Mossley Brow B.S. 2	- - -	- -	- -	13 15				
Accrington, Ch. Ch. N.S. 7	590 0 0	1845	11 18 10	109 5 0	- -	77 10 0	10 13 0	
" - - "	93 0 0	1856						
Accrington, St. James' N.S. 7	91 0 0	1857	6 10 5½	13 10 0	- -	29 0 0	12 9 0	
Accrington, St. James' Infants - - N.S.	208 0 0	1845						
Accrington, New Jerusalem School - -	- - -	- -	12 0 0					
Accrington, St. Oswald's R.C. 3	- - -	- -	2 6 8¼	21 13 4	- -	36 6 8	14 8 0	
" Night " 3	- - -	- -	- -	- -	- -	8 0 0		
Accrington - Wes. 5	- - -	- -	4 2 8	13 6 8	5 0 0	9 13 4	16 15 0	
Adlington - Ch. S. 4	150 0 0	1840	8 1 1½	2 10 0	- -	19 10 0		
" - - - "	204 3 11	1857						
Admarsh - - N.S.	*28 0 0	1835						
Aigburth - - N.S. 11	- - -	- -	10 1 4	62 10 0	- -	50 8 4		
Ainsworth - - N.S.	*150 0 0	1838						
Altcar - - - N.S. 6	- - -	- -	- -	72 6 8	- -	- -	22 5 0	
Altham - - - N.S. 7	- - -	- -	- -	- -	- -	- -	8 2 0	
Appleton, St. Bede's R.C.	- - -	- -	6 9 0					
Ardwick, St. Thomas' N.S. 1	- - -	- -	5 0 0	56 5 0	- -	- -	11 8	
Ashton, St. Thomas' (in Makerfield) - N.S. 10	250 0 0	1851	6 15 8½	94 10 0	- -	293 0 0	31 10	
Ashton - - - R.C. 1	- - -	- -	- -	52 18 4	- -	106 10 0		
Ashton-le-Willows, Ch. S. 10	110 0 0	1856	- -	- -	- -	- -	5 6 0	

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ashton-under-Lyne, Ch. Ch. (Charlestown) - - N.S. 2	832 0 0	1847	- - -	- -	- -	256 1 8		
Ashton-under-Lyne, St. Peter's - - N.S.	*300 0 0	1836	5 0 0					
" - - - "	60 0 0	1844						
Astley - " - - N.S. 4	200 0 0	1841	4 19 7½	27 10 0	- -	194 3 4	25 13 0	
" - - - "	103 0 0	1847						
" - - - "	14 18 0	1846						
Atherton - - N.S. 3	250 0 0	1840	7 9 2	173 6 8	- -	418 15 0	36 4 0	
" - - - "	119 15 6	1852						
" - - - "	83 0 0	1855						
Audenshaw - - N.S. 2	400 0 0	1847	3 11 10	42 10 0	61 5 0	116 5 0	26 12 0	
Bacup, St. John's - N.S. 7	- - -	-	3 3 6½	35 0 0	- -	51 5 0		
Bacup - - - Wes. 3	- - -	-	15 14 3½	74 0 0	- -	172 13 4	15 0 0	
Bamford Public Eveng. S.	- - -	-	2 0 0½					
Bamford Day and Even. B.S.	- - -	-	9 3 4					
Bank Meadow - B.S.	300 0 0	1849						
Bardsley - - N.S. 1	397 0 0	1846	1 6 5½	- -	- -	109 0 0		
Barrowford - - N.S.	231 15 0	1851	4 6 11½					
Barton-upon-Irwell, All Saints' - - R.C. 11	- - -	-	3 15 0	8 6 8				
Barton-upon-Irwell N.S. 5	240 0 0	1846	5 7 9½	- -	- -	- -	9 8 0	
" - - "	30 0 0	1852						
Barton-upon-Irwell Wes.	- - -	-	4 0 0½					
Bedford, in Leigh - N.S.	200 0 0	1844						
Belfield (Messrs. Benecke's) - - N.S. 3	- - -	-	5 0 11½	134 15 0	- -	282 0 0	0 5 0	
Bickerstaffe - - N.S. 4	200 0 0	1844	10 9 4½	67 10 0	- -	592 13 4	71 10 0	
Billinge - - N.S.	56 10 0	1847						
Birch, St. James', (in Manchester) N.S. 3	- - -	-	3 1 2½	122 7 6	- -	117 18 4	28 11 0	
Birch, St. Mary's, (in Middleton) - N.S.	*75 0 0	1836						
" " - "	*46 0 0	1836						
Blackburn, St. Alban's R.C. 3	- - -	-	6 5 0	86 0 0	30 0 0	298 0 0		
Blackburn, St. Anne's R.C. 3	- - -	-	10 4 1½	46 10 0	- -	278 13 4	5 2 0	
" Night R.C. 3	- - -	-	- -	- -	- -	10 0 0		
Blackburn, Bank Top N.S.	740 0 0	1856	5 7 7					
Blackburn (Nova Scotia) - - B.S.	*150 0 0	1836						
Blackburn, St. John's N.S. 11	800 0 0	1845	2 7 11½	34 3 4	- -	94 10 0	18 16 0	
Blackburn, St. Michael's N.S. 7	258 0 0	1849	7 6 10½	45 10 0	34 3 4	3 15 0	58 0 0	
" " "	35 0 0	1856						
Blackburn (Mr. Sparrow's) - - - R.C. 3	- - -	-	6 17 0½	26 13 4	- -	221 11 8	20 4 0	
Blackburn, Trinity N.S. 11	294 0 0	1844	4 1 11½	23 5 0	- -	167 7 6	8 10 0	
" "	124 0 0	1856						
Blackley (Crab Lane) N.S.	100 0 0	1843						
" " - "	21 0 0	1844						
" " - "	20 0 0	1846						
" " - "	43 0 0	1847						
Blackpits - - N.S.	120 0 0	1847	3 2 4½					
" - "	8 0 0	1856						
Blackpool, S. John's, Ch.S. 6	367 0 0	1857	- - -	- - -	- - -	12 1 8		
Blackpool - - Wes. 9	- - -	-	2 8 0½	34 7 8				
Blackrod - - N.S. 3	450 0 0	1846	1 11 5½	18 15 0	- -	213 15 0	29 10 0	
" - - "	78 0 0	1856						
Bolton-le-Moors - B.S. 4	*250 0 0	1837	6 7 9	39 10 0	- -	400 0 0	13 7 0	
Bolton-le-Moors, Bridge Street - - - Wes. 9	311 0 0	1850	19 0 4½	146 13 4	120 0 0	700 3 4	59 3 0	

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bolton-le-Moors, Fletcher Street - Wes. 4	- - -	- -	10 11 3½	85 15 0	- -	442 15 0	16 6 0	
Bolton-le-Moors, Ch. Ch. N.S. 6	540 0 0	1847	11 13 2½	114 3 4	36 13 4	829 1 8	29 0 0	
Bolton-le-Moors (Emmanuel District) N.S. 5	250 0 0	1845	12 13 3½	65 13 4	- -	1,209 16 8	24 0 0	
" " - "	100 0 0	1852						
" " - "	123 13 4	1855						
Bolton-le-Moors, Industrial Ragged - N.S. 9	- - -	- -	- - -	- -	- -	- -	- -	222 19 5R
Bolton-le-Moors, Holy Trinity - - N.S. 6	*240 0 0	1838	30 6 3½	200 15 10	- -	1,630 18 4	36 10 0	
" " - "	155 0 0	1847						
" " - "	22 10 0	1856						
" " - "	120 0 0	1856						
Bolton-le-Moors, St. Peter's and St. Paul's R.C. 12	- - -	- -	14 18 3½	83 12 6	- -	729 1 8	55 9 0	
Bolton, Little, All Saints' - - N.S. 6	600 0 0	1848	12 19 11½	80 8 4	- -	449 0 0	29 5 0	
" " - "	160 0 0	1856						
Bolton, Little, St. George's - - N.S. 6	500 0 0	1848	18 15 6½	138 6 8	- -	345 18 4	20 5 0	
" " - "	30 0 0	1855						
Bolton-le-Sands, Industrial - - N.S.	65 16 0	1850	2 4 6½					
Bootle - - - N.S. 9	*200 0 0	1836	8 4 4	140 16 8	- -	829 3 4	64 5 0	
Bootle - - - R.C. 1	- - -	- -	- - -	- -	- -	- -	11 14 0	
Brathay District - N.S. 6	- - -	- -	2 0 0½	30 5 0				
Bretherton (Free Endowed) - Ch. S.	126 0 0	1852						
Brierfield - - N.S.	247 0 0	1850	2 16 8					
Briercliffe, St. James' - - N.S. 7	492 0 0	1856	4 19 9½	22 10 0	- -	- -	14 12 0	
Brooksbottoms - Wes. 9	- - -	- -	14 15 7	92 10 0	- -	538 16 8		
Broughton, St. John's - - N.S. 2	- - -	- -	- - -	16 5 0				
Brownedge, St. Mary's - - R.C.	- - -	- -	1 7 9					
Buckhurst - - N.S.	*112 0 0	1840	1 3 3					
" - - "	143 0 0	1840						
" - - "	25 0 0	1849						
Buersill and Lower Place - - N.S. 4	210 0 0	1846	4 17 3	23 15 0	- -	22 5 0	28 16 0	
Burnley - - N.S. 7	*100 0 0	1836	42 15 10½	185 0 0	12 10 0	1,409 5 0	66 12 0	
Burnley, St. James' N.S. 7	*200 0 0	1840	5 18 2½	90 0 0	- -	617 0 0	43 16 0	
" " - "	100 0 0	1844						
" " - "	177 0 0	1857						
Burnley, St. Peter's (Pickup Croft) Infant N.S.	299 0 0	1847						
Burnley, Lanebridge, (St. Paul's) - N.S. 7	508 0 0	1847	12 0 9	43 10 0	- -	319 0 0	23 12 0	
Burnley, Lane Head N.S. 6	50 0 0	1844	4 6 9½	- -	- -	21 5 0	37 13 0	
Burnley, St. Aloysius', R.C. 3	- - -	- -	- - -	10 0 0	- -	2 10 0	9 0 0	
Burnley, St. Mary's R.C. 3	- - -	- -	7 1 8	- -	- -	87 5 0	11 17 0	
Burnley - - - Wes. 9	807 0 0	1852	20 16 6	144 13 4	48 6 8	718 16 8	71 11 0	
Burscough Hall - R.C. 4	- - -	- -	2 3 8½	- -	- -	- -	5 18 0	
Bury (Clerke Street) Wes. 9	- - -	- -	12 3 1½	110 0 0	- -	450 0 0	53 16 0	
Bury, Central - N.S. 4	- - -	- -	- - -	43 15 0				
Bury, Holy Trinity N.S. 4	473 0 0	1851	10 11 8	161 13 4	30 0 0	573 15 0	28 2 0	
" " - "	40 0 0	1855						
Bury, St. John's - N.S.	370 0 0	1849	1 19 5					
Bury, St. Marie's - R.C.	- - -	- -	5 6 8					
Bury, St. Paul's - N.S.	150 0 0	1844	3 6 1½					
Bury, Ragged School -	- - -	- -	1 14 0					

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	Amount.		Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Busk (near Foxhill Bank, Oswaldtwistle) - N.S.	*93 0 0		1837						
" - - "	45 0 0		1843						
Cartmel - - N.S.	58 4 0		1846						
Castleton Moor - B.S. 3	- -		-	5 9 2	62 11 8	- -	70 0 0	58 10 0	
Caton - - N.S. 5	226 0 0		1850	- -	60 0 0	- -	96 0 0	77 0 0	
Chatburn - - N.S. 6	248 0 0		1850	3 11 5½	77 10 0	- -	115 0 0	37 8 0	
Charlestown - - B.S.	*75 0 0		1835						
" - - "	*40 0 0		1837						
Charlestown, St. George's - - N.S.	- -		-	10 14 2½					
Chipping - - R.C. 4	- -		-	1 6 8	- -	- -	- -	5 2 0	
Chorley, St. George's N.S. 3	188 0 0		1857	5 7 9½	97 10 0	- -	265 17 6	25 0 0	
Chorley, St. Mary's R.C. 12	500 0 0		1857	12 0 10	71 3 4	47 10 0	133 10 0	60 8 0	
" " Night School - - R.C. 12	- -		-	- -	- -	- -	8 0 0		
Chorley, Parish - N.S.	*156 0 0		1835	3 12 3½					
" " - "	150 0 0		1849						
" " - "	53 0 0		1857						
Chorley, St. Peter's (Eave's Lane) - N.S.	94 0 0		1842						
Chorlton-cum-Hardy N.S. 5	150 0 0		1846	4 6 4½	- -	- -	- -	5 2 0	
Church Coniston Ch. of E. 6	- -		-	- -	- -	- -	- -	6 6 0	
Churchtown and Crossens - - N.S.	*108 0 0		1838						
Churchtown - - B.S.	*35 0 0		1837						
Clayton-le-Moors - N.S.	118 0 0		1842	2 10 1½					
" " - "	343 19 10		1857						
" " - "	90 0 0		1857						
Clayton-le-Woods - N.S.	40 0 0		1846	1 0 11					
Clitheroe, St. James' N.S.	150 0 0		1841						
" " - "	160 0 0		1843						
Clitheroe, Parish - N.S.	*300 0 0		1840						
Clitheroe - - R.C.	- -		-	4 0 8½					
Cockerbrook - - B.S.	*50 0 0		1838						
Coldhurst - - Ch. S.	554 2 0		1857						
Collyhurst - - N.S.	438 0 0		1851	2 0 0					
" - - - "	23 6 8		1856						
Colne - - - N.S. 7	500 0 0		1844	6 14 3½	22 10 0	- -	753 10 10	44 18 0	
Colne Ch. Ch. - N.S.	150 0 0		1842						
Colne (Waterside) - N.S. 7	380 0 0		1848	11 0 2½	12 10 0	- -	24 3 4	22 17 0	
Colton in Milnthorpe N.S. 6	- -		-	- -	- -	- -	37 18 4	7 1 0	
Coppull - - N.S. 10	216 0 0		1847	6 6 5½	28 17 6	- -	316 10 0	13 4 0	
Cornholme - - S. 2	- -		-	- -	- -	- -	1 5 0		
Cowhill - - - Wes. 9	- -		-	4 15 0½	31 10 0	- -	15 0 0	14 12 0	
Croft - - - N.S.	217 0 0		1856						
Crompton, East - Ch.S.	750 0 0		1857	4 3 4					
Crompton, High - N.S. 4	284 0 0		1848	6 1 7½	25 5 0	- -	25 10 0	52 17 0	
" - - "	48 0 0		1857						
Crosby, Great " - N.S.	72 0 0		1842						
Crumpsall, Lower N.S. 4	494 10 0		1851	6 13 2	10 0 0	- -	7 5 0	14 14 0	
Cunscough - - R.C. 4	- -		-	2 15 0	5 15 0				
Darwen (Over) - N.S.	*200 0 0		1839						
Davyhulme - - Wes. 11	- -		-	10 8 1	60 10 0	- -	63 0 0	53 14 0	
Deane (at Rumworth) - N.S. 6	*50 0 0		1838	3 7 8½	160 10 0	30 0 0	252 6 8	29 0 0	
" " "	70 0 0		1852						
" " "	20 0 0		1856						
Denton, Ch. Ch. - N.S. 2	400 0 0		1848	2 10 6½	120 17 6	- -	314 15 0	33 7 0	
" - - "	100 0 0		1848						
Denton and Haughton - - N.S.	500 0 0		1855	3 6 6					
Didsbury, Endowed N.S. 3	60 0 0		1852	4 14 5½	120 10 10	- -	370 13 4	48 17 0	
Downham - - N.S. 7	*75 0 0		1840	2 15 6½	- -	- -	107 3 10		
Droylesden - - B.S. 10	- -		-	16 12 8½	123 15 0	120 0 0	1,016 11 8	67 14 0	

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Eagley Mills - - B.S. 4	- - -	- -	7 4 3	64 5 0	- -	366 10 0	90 7 0	
Earlestown, Infant - - N.S. 10	- - -	- -	2 2 7½	- -	- -	- -	2 16 0	
Eccles (Broomhouse Lane) - - N.S. 2	- - -	- -	3 2 11	91 10 0	43 15 0	52 10 0	13 6 0	
Eccles, St. Mary's R.C.	- - -	- -	6 5 3					
Eccles (Weaste Lane) - - N.S. 5	201 0 0	1849	- -	13 15 0	- -	10 0 0	11 1 0	
Eccleston, St. Thomas' - - N.S.	305 0 0	1843						
" " "	20 0 0	1846						
Edgworth - - N.S.	*45 0 0	1836						
Egerton - - B.S. 9	- - -	- -	4 14 10½	38 13 4	- -	63 0 0	45 0 0	
Elton, All Saints' - N.S.	574 0 0	1848						
Ellel - - - N.S. 5	- - -	- -	2 3 4	5 0 0	- -	99 0 0	10 16 0	
Ellel - - - B.S.	- - -	- -	1 4 5½					
Euxton - - - N.S.	*126 0 0	1837						
Euxton, St. Mary's - R.C. 4	- - -	- -	2 10 8½	- -	- -	54 7 6	43 1 0	
Everton, Ch. Ch. - N.S. 10	- - -	- -	7 7 6½	116 10 0	- -	514 17 6	41 1 0	
Everton, St. Chrysostom's (Mill Street) - - N.S. 10	109 0 0	1845	29 1 6½	190 12 6	- -	690 10 10	21 17 0	
" " "	77 0 0	1855						
" " "	461 19 8	1857						
Everton, St. Peter's N.S. 9	1650 0 0	1857	21 5 8	77 3 4	- -	215 15 0	33 7 0	
Everton and Kirkdale - - N.S. 10	- - -	- -	26 16 3½	207 0 0	- -	664 11 8	26 12 0	
Ewood Bridge - N.S.	*70 0 0	1839						
Failsworth - - N.S. 3	*270 0 0	1837	6 14 8½	57 10 0	70 16 8	507 13 4	82 10 0	
" - - "	7 4 0	1851						
" - - "	8 5 0	1854						
" - - "	6 16 0	1857						
Fairfield Moravian S. 3	- - -	- -	- -	35 0 0	- -	51 0 0	18 14 0	
Farnworth (near Warrington) - N.S. 10	125 0 0	1845	5 19 3½	47 13 4	- -	323 15 0	39 2 0	
" " - "	10 0 0	1845						
" " - "	35 0 0	1846						
" " - "	34 0 0	1856						
Farnworth, St. John's (near Bolton) - N.S. 5	*250 0 0	1836	2 9 9½	80 6 8	- -	391 15 0	26 3 0	
" " - "	105 0 0	1843						
" " - "	100 0 0	1849						
" " - "	20 0 0	1855						
" " - "	45 0 0	1857						
Farnworth - - Wes. 4	- - -	- -	10 8 5½	37 2 6	- -	90 0 0	19 16 0	
Far Savory and Hawkshead - N.S.	*60 0 0	1835						
Fence - - - N.S.	182 0 0	1846	2 5 1½					
" - - "	48 0 0	1856						
Fernyhalgh - - R.C. 4	- - -	- -	3 1 8½	- -	- -	55 0 0	18 1 0	
Fleetwood - - R.C. 4	- - -	- -	1 13 4	- -	- -	- -	23 7 0	
Fleetwood, Testimonial - - N.S. 5	286 0 0	1847	8 6 8½	146 5 0	- -	636 0 10	87 15 0	
Flixton - - - Par. 5	- - -	- -	- -	5 0 0				
Foulridge - - N.S.	270 0 0	1855	3 16 7½					
Freckleton - - N.S.	63 0 0	1840						
Fulledge, School of Hope - - -	- - -	- -	3 6 6					
Garstang - - N.S.	104 0 0	1845	- -	21 10 0				
Garstang - - R.C. 3	- - -	- -	4 15 6½	10 0 0	- -	274 3 4	27 13 0	
Gillmoss, St. Swithin's - - R.C. 1	- - -	- -	4 8 0½	12 10 0	- -	14 3 4	23 15 0	
Glodwick, Ch. Ch. - N.S.	550 0 0	1856						
Golbourne - - Ch. of E. 6	- - -	- -	5 9 2	24 15 0	- -	77 10 0	43 14 0	
Goodshaw-Booth - N.S.	*234 0 0	1838						
Goodshaw and Loveclough - N.S.	117 0 0	1847						
Gorton - - N.S.	*142 0 0	1839						
Greenacre's Moor N.S.	*165 0 0	1837						

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Habergham, All Saints' - - N.S. 8	228 0 0	1851	14 11 2	259 15 0	129 7 6	1047 13 4	164 9 0	
Habergham Eaves N.S. 7	200 0 0	1841	18 5 4½	92 7 6	- -	643 11 8	58 15 0	
" " - "	200 0 0	184-						
" " - "	70 0 0	1853						
" " - "	64 0 0	1855						
Haigh - - - N.S. 11	- -	-	- - -	12 10 0	- -	- -	13 6 0	
Halewood - - N.S. 11	60 0 0	1848	- -	51 10 0	- -	- -	19 15 0	
" - - "	22 0 0	1855						
Halliwell, Dean Mills - - B.S. 4	- -	-	3 10 6½	57 6 8	- -	458 5 0	116 17 0	
Halliwell, St. Paul's N.S. 6	- -	-	6 1 0½	20 13 4	- -	20 8 4	38 2 0	
Halsall - - N.S. 4	- -	-	3 16 0½	162 18 4	- -	303 0 0	19 6 0	
Halton - - N.S. 6	- -	-	1 0 5½	- -	- -	138 0 10	2 0 0	
Hambleton - N.S.	*40 0 0	1836						
Hamer, St. John's - N.S. 5	- -	-	7 7 0½	- -	- -	- -	18 15 0	
Hardfield - - N.S.	220 0 0	1841	8 6 7					
Harpurhey - N.S. 3	- -	-	7 1 10½	108 8 4	- -	417 19 2	36 12 0	
Harwood, Great - N.S. 11	*123 0 0	1838	10 9 7½	83 10 0	- -	29 0 0	36 15 0	
" " - "	14 13 4	1856						
" " - "	125 0 0	1857						
" Night N.S. 11	- -	-	- - -	- -	- -	10 0 0		
Harwood, Ch. Ch. - N.S. 7	36 0 0	1856	- -	17 10 0	- -	32 10 0	6 7 0	
" - - "	140 0 6	1856						
Haslingden " - N.S.	318 2 6	1854						
Haslingden, The Grane - - - N.S. 5	*120 0 0	1837	5 17 9½	5 0 0	- -	5 0 0	9 12 0	
Hawkshead - N.S. 6	- -	-	1 15 0½	31 12 6	- -	49 3 4	20 2 0	
Hawkshaw Lane - N.S.	- -	-	1 0 0					
Haydock - - N.S.	*120 0 0	1839	1 18 7					
Healey - - - N.S. 4	315 0 0	1853	8 6 8½	33 15 0	- -	39 5 0	72 16 0	
" "	30 0 0	1857						
Heaton Norris, Ch. Ch. - N.S.	- -	-	3 2 11½					
Helen's, Saint, (Cowley's Charity) - B.S.	265 0 0	1847						
Helen's, Saint, Saint Joseph's - - R.C.	740 0 0	1857						
Helen's, Saint (Lowe House) - - R.C. 1	- -	-	22 10 0	48 15 0	- -	300 0 0	29 18 0	
Helen's, Saint (Moreflat) - - - N.S. 2	- -	-	8 12 3½	92 10 0	- -	202 11 8	28 4 0	
" "	- -	-	*a* 6 13 4					
Helen's, Saint (Parr Mount - - N.S.	133 13 4	1854						
Helen's, Saint - Wes. 5	500 0 0	1855	7 18 5	59 6 8	- -	76 0 0	8 12 0	
Hey Houses and Sabden - - N.S.	*75 0 0	1841						
Heywood, St. James' N.S. 3	*360 0 0	1838	6 16 10½	71 13 4	43 15 0	225 10 0	37 15 0	
" " - "	15 0 0	1854						
" " - "	3 15 0	1854						
" " - "	18 11 0	1857						
Heywood, St. James', (Heady Hill) - N.S. 3	180 0 0	1843	11 17 8½	- -	- -	- -	9 3 0	
" " - "	50 0 0	1849						
Heywood, St. Luke's (York Street) - N.S. 3	*78 0 0	1836	15 14 8½	201 16 8	180 0 0	925 16 8	14 1 0	
" " - "	28 0 0	1842						
" " - "	14 0 0	1850						
" " - "	25 0 0	1851						
" " Evening	- -	-	4 11 8					
Heywood, Mechanics' Institute - - 4	- -	-	1 10 0	- -	- -	- -	0 12 0	
Heywood, New Jerusalem Factory B.S. 3	- -	-	8 3 4	26 5 0	32 1 8	36 6 8	20 11 0	
Heywood, Queen St. Wes. 3	- -	-	2 0 7½	17 10 0	20 16 8	55 8 4		
Higham - - - N.S.	*50 0 0	1838	0 11 5½					
Hindley - - Ch.S. 1	- -	-	4 9 2½	59 0 0	- -	- -	18 12 0	
Hippings - - Wes. 4	- -	-	3 6 8	49 5 0	- -	40 0 0	27 6 0	
Hoddlesden - - N.S. 11	171 0 0	1853	7 9 10½	12 10 0	- -	32 10 0	14 12 0	

a Scientific apparatus.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
LANCASHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Holden Fold	N.S.	32 0 0	1855						
Hollingwood	N.S.	*180 0 0	1838						
Hoole	N.S.	200 0 0	1851	1 10 1½					
Hornby	N.S.	- - -	-	1 13 4					
Houghton, West	N.S.	43 0 0	1841						
Hulme, Holy Trinity	N.S. 2	*208 0 0	1840	17 1 3½	172 6 8	72 18 4	658 3 4	10 16 0	
Hulme, St. George's	N.S. 2	- - -	-	- -	20 16 8	- -	122 8 4	3 0 0	
Hulme, St. John's	N.S. 2	902 0 0	1857	10 12 9½	11 0 0	- -	9 5 0		
Hulme St. Mark's Ch. S.	4	428 2 9	1856	- -	96 5 0	- -	234 10 0	6 2 0	
Hulme, Wilmot Street Free S.	2	- - -	-	5 0 0½	17 17 6	- -	32 10 0	15 0 0	
Hurst	N.S. 4	334 0 0	1849	- -	3 15 0	- -	- -	6 14 0	
Hurst	B.S. 9	- - -	-	12 11 3½	124 16 8	- -	561 3 4	95 8 0	
Hurst Green	N.S.	60 0 0	1843	1 1 0½					
Hurst Green	R.C. 3	- - -	-	10 7 5	15 16 8	- -	302 12 6	13 17 0	
Ince, St. Catherine's,	N.S. 12	419 12 6	1851	6 19 9½	24 3 4	- -	99 0 0	13 14 0	
Ince Blundell	R.C. 2	- - -	-	3 14 10	- -	- -	103 6 8	1 3 0	
Inskip	N.S. 5	80 0 0	1848	4 12 8½	- -	- -	177 18 4		
"	"	8 0 0	1848						
Irlams o'the Height	B.S. 10	- - -	-	5 3 1	99 15 0	- -	186 0 0	56 2 0	
Irwell or Bury (Peel Street)	N.S. 3	225 0 0	1837	4 0 4½	84 6 8	- -	307 3 4	18 9 0	
"	"	75 0 0	1848						
"	"	3 3 0	1848						
Kersall, St. Paul's,	N.S. 3	- - -	-	- -	71 13 4	- -	66 6 8	7 17 0	
Kirkby	N.S. 8	- - -	-	2 13 2½	59 11 8	- -	124 10 0	14 4 0	
Kirkdale, St. Mary's	N.S. 10	150 0 0	1845	4 8 8	45 0 0				
Kirkdale Indust.	P.U. 11	- - -	-	- -	- -	- -	676 0 10		
Kirkham	N.S. 4	- - -	-	5 1 5½	18 15 0	- -	175 5 0	45 19 0	
Knotty Ash	Par. 9	- - -	-	1 8 2	25 0 0	- -	30 0 0	9 0 0	
Knowsley	N.S. 6	- - -	-	- -	162 19 2	- -	74 3 4	19 16 0	
Lancaster	B.S. 4	*150 0 0	1835	9 15 11	10 0 0	- -	638 19 2	12 5 0	
"	"	11 11 11	1854						
Lancaster, Parish, Boys	N.S. 5	10 0 0	1855	15 12 2½	100 0 0	30 0 0	1,008 6 8	62 8 0	
Lancaster, Girls and Infants	N.S. 5	140 0 0	1856	5 7 8	20 10 0	- -	74 10 0	13 3 0	
Lancaster	R.C. 3	- - -	-	11 19 6	104 16 8	- -	403 5 0	25 9 0	
Lancaster, St. Thomas'	N.S. 5	800 0 0	1847	8 9 11¼	94 8 4	- -	365 13 4	5 14 0	
"	"	4 5 0	1848						
"	"	66 13 8	1853						
Lathom, St. James'	N.S. 5	260 0 0	1854	3 0 1	20 0 0	- -	5 0 0	8 2 0	
Lea	R.C.	- - -	-	1 0 10					
Lees Zion, Methodist New Connexion Day School	3	- - -	-	22 9 4	32 10 0	60 0 0	860 11 8	26 6 0	
Leigh	N.S. 3	325 0 0	1841	5 16 5½	70 0 0	- -	161 11 8		
Leigh, Lately Common	N.S.	45 0 0	1841						
Leigh	Wes. 9	- - -	-	4 4 1½	43 1 8	- -	153 2 6		
Lever (Little)	N.S.	209 0 0	1854						
Levenshulme	N.S. 1	494 0 0	1856	6 0 0	- -	- -	15 0 0	5 16 0	
Leyland	N.S. 3	*232 0 0	1839	1 18 8	40 0 0	- -	144 11 8	40 18 0	
"	"	70 0 0	1845						
Lindale (in Cartmel)	N.S.	*50 0 0	1838						
Lindale (in Marton)	N.S.	- - -	-	4 6 8					
Litherland	R.C. 1	- - -	-	4 12 0	58 10 0	- -	193 15 0	41 10 6	
Littleborough	N.S.	170 0 0	1846						
Liverpool, the Akbar Float Frigate Reformatory School	10	- - -	-	4 3 4	- -	- -	- -	- -	577 14 0
Liverpool, All Saints'	N.S. 9	854 13 4	1854	10 5 5½	84 19 2	- -	213 0 0	22 13 0	
Liverpool, Cranmer	Wes. 11	- - -	-	25 0 0½	18 0 0	12 10 0	29 3 4	40 10 0	
Liverpool, St. Andrew's	N.S. 9	- - -	-	8 10 7½	105 19 2	- -	411 17 6	17 13 0	

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Liverpool, Edge Hill Reformatory - 2	- - -	- - -	- - -	- - -	- - -	- - -	- - -	81 14 0R
Liverpool, Everton Crescent, Industrial - - - R.C. 1	- - -	- - -	- - -	- - -	- - -	- - -	- - -	601 17 4R
Liverpool, St. Ann's, (Edge Hill) - R.C. 1	700 0 0	1852	10 8 5	61 6 8	- - -	404 18 4	14 12 0	
Liverpool, St. Anthony's R.C. 1	- - -	- - -	4 15 4	- - -	- - -	1,556 8 4	20 19 0	
Liverpool, St. Augustine's - - N.S. 10	*300 0 0	1835	16 15 4½	218 0 0	121 5 0	1,218 10 10	50 8 0	
" " - "	951 15 0	1853						
Liverpool, St. Barnabas' - - N.S. 10	731 0 0	1845	13 1 8½	170 4 2	- - -	660 10 0	53 13 0	
" " - "	20 0 0	1848						
" " - "	80 1 0	1857						
Liverpool, St. Bartholomew's (Naylor-Street) - - N.S. 10	328 0 0	1843	11 18 7	124 1 8	25 0 0	1,024 10 6	19 8 0	
" " - "	6 0 0	1849						
" " - "	23 0 0	1854						
Liverpool, St. Bride's N.S. 9	*625 0 0	1837	21 14 10	140 5 0	- - -	941 0 0	63 3 0	
Liverpool, St. Catherine's - - - N.S. 9	*200 0 0	1837	- - -	38 6 8	- - -	- - -	7 10 0	
Liverpool, Ch. Ch. - N.S. 10	*337 0 0	1839	28 15 9½	294 7 6	- - -	2,168 11 8	37 16 0	
" " - "	17 6 8	1852						
Liverpool, St. Elizabeth's Reformaty. R.C. 2	- - -	- - -	- - -	- - -	- - -	- - -	- - -	132 13 4R
Liverpool, St. Francis Xavier's - - R.C. 1	800 0 0	1854	20 0 0	34 0 0	20 16 8	247 2 6	40 17 0	
Liverpool, Hackin's Hey - - - B.S. 11	- - -	- - -	3 12 1	- - -	- - -	52 10 0		
Liverpool, Harrington - - - B.S. 11	- - -	- - -	12 6 8½	283 5 10	30 0 0	2,020 6 8	33 14 0	
Liverpool, St. Helen's - - - R.C. 1	- - -	- - -	- - -	- - -	- - -	395 17 6		
Liverpool, Hibernian - - - B.S. 11	268 0 0	1852	18 18 4½	191 6 8	73 6 8	1,362 14 7	20 3 0	
" " "	150 0 0	1853						
Liverpool, Holy Cross R.C. 2	1,200 0 0	1855	9 19 8	46 13 4	- - -	403 1 8	22 10 0	
" " "	- - -	- - -	a6 13 4					
" " Night S.	- - -	- - -	- - -	- - -	- - -	33 0 0		
Liverpool, Hope Street - - B.S. 12	- - -	- - -	17 6 11½	146 7 6	55 0 0	901 0 0	12 0 0	
Liverpool, Industrial Ragged - - - 11	- - -	- - -	- - -	- - -	- - -	- - -	- - -	684 10 0R
Liverpool, St. James' (Toxteth Park) - N.S. 9	250 0 0	1849	15 3 11½	198 10 0	94 3 4	858 18 4	45 0 0	
" " "	39 13 4	1853						
" " "	25 0 0	1855						
Liverpool, St. John's (Toxteth Park) - N.S.	*450 0 0	1838						
Liverpool, St. John's N.S. 11	312 10 0	1851	4 11 6½	20 16 8	37 10 0	104 0 0		
" " "	40 0 0	1855						
Liverpool, Jordan Street - Wes. 11	- - -	- - -	20 12 3½	194 1 8	- - -	1,045 16 8	13 16 0	
Liverpool, Mount Pleasant - - B.S. 11	- - -	- - -	2 15 0	39 5 0	- - -	29 0 0	18 0 0	
Liverpool, St. Jude's, (Edge Hill) - - N.S. 10	- - -	- - -	9 2 11½	96 2 6	- - -	658 0 0	27 13 0	
Liverpool, St. Luke's N.S. 9	*190 0 0	1838	6 1 8½	242 18 4	- - -	760 7 6	14 12 0	
" " - "	12 12 0	1854						
" " - "	12 4 0	1855						
Liverpool, St. Mark's N.S. 10	800 0 0	1855	11 13 1½	232 5 10	- - -	587 15 0	19 7 0	
Liverpool, St. Martin's N.S. 10	450 0 0	1845	5 17 0½	145 11 8	- - -	577 5 0	3 0 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Liverpool, St. Mary's, (Rayo Street) - R.C. 2	- - -	- -	28 17 0½	54 3 4	- - -	1,074 1 8	56 8 0	
Liverpool, St. Mary's, (Edge Hill) - - N.S. 10	- - -	- -	9 19 1½	277 0 0	35 4 2	1,106 2 6	61 5 0	
Liverpool, Moorfields, Old Church Charity N.S. 9	- - -	- -	12 14 9	141 5 0	- - -	413 17 6	19 2 0	
Liverpool, St. Nicholas' R.C. 1	- - -	- -	17 19 5½	10 0 0	- - -	1,058 14 2	33 3 0	
Liverpool, North (Bond Street) - N. S. 9	92 6 8	1853	10 3 7½	127 11 8	140 0 0	1,664 5 10	52 9 0	
Liverpool, St. Oswald's R.C. 1	- - -	- -	14 0 5½	17 10 0	- - -	339 3 4	10 9 0	
Liverpool, St. Paul's (Prince's Park) - N.S. 10	- - -	- -	- - -	215 2 6	- - -	595 10 0	51 10 0	
Liverpool, St. Paul's (Toxteth Park) - N.S.	600 0 0	1856	12 4 2¼					
Liverpool, St. Peter's R.C. 1	- - -	- -	10 17 2	10 0 0				
Liverpool (Prescot Street) Brunswick Wes. 11	- - -	- -	1 14 0	15 0 0	- - -	150 10 0		
Liverpool, Prince Edwin Street - B.S. 11	- - -	- -	6 15 1	5 0 0	- - -	29 0 0	22 5 0	
Liverpool, St. Saviour's N.S. 11	- - -	- -	2 12 7½	36 11 8	- - -	76 0 0	5 9 0	
Liverpool, St. Simon's N.S.	700 0 0	1857	4 1 9½					
Liverpool, South (Cornwallis Street) N.S. 9	9 10 8	1857	13 8 0½	228 8 4	51 13 4	1,088 15 0	40 15 0	
" " "	3 12 8	1857						
" " "	29 0 0	1857						
Liverpool, St. Thomas', (Frederick Street) N.S. 8	- - -	- -	7 1 8¼	15 0 0	- - -	12 18 4	4 10 0	
Liverpool, St. Thomas', (Toxteth Park), N.S. 9	615 0 0	1846	25 3 5½	196 18 4	70 0 0	1,224 16 8	79 2 0	
" "	322 0 0	1855						
Liverpool, St. Thomas' and St. William's, (Blackstock St.) - R.C. 1	- - -	- -	8 2 5	126 10 0	25 0 0	770 5 0	10 10 0	
Liverpool, St. Thomas', (Mount Vernon Street), R.C. 1	- - -	- -	24 18 0	25 0 0	- - -	736 10 10	11 3 0	
Liverpool, St. Thomas', Industrial - - R.C. 1	- - -	- -	- - -	- - -	- - -	- - -	- - -	577 6 8R
Liverpool, Toxteth B.S. 12	- - -	- -	2 4 5½	35 6 8	- - -	137 10 0	9 7 0	
Liverpool, Toxteth Park, Reformatory, Girls - 10	- - -	- -	- - -	- - -	- - -	- - -	- - -	135 10 0R
Liverpool, Toxteth Park, Industrial, Ragged, Girls - - - - 12	- - -	- -	- - -	- - -	- - -	- - -	- - -	153 10 0R
Liverpool, Trinity Ch.S.	- - -	- -	3 7 0					
Liverpool, Vauxhall, All Soul's - - N.S.	1,453 0 0	1857						
Liverpool, Vauxhall Road - - - Wes.	1,779 0 0	1857						
Liverpool, Windsor, St. Clement's - N.S. 10	240 0 0	1843	7 1 9½	201 8 4	17 14 2	789 16 8	45 10 0	
" " - "	50 0 0	1849						
" " - "	30 0 0	1854						
Liverpool, Workhouse School - - - -	- - -	- -	- - -	- - -	- - -	6 10 0		
Longridge - - N.S.	- - -	- -	1 6 6	- - -	- - -			
Longsight - - N.S. 4	157 10 0	1851	2 18 2	64 0 0	- - -	63 1 8	28 14 0	
" - - -	340 0 0	1857						
Lowick - - - Ch.S.	277 0 0	1857						
Lytham, St. John's N.S. 1	184 10 0	1852	8 5 0½	40 0 0	- - -	- - -	22 15 0	
" "	92 17 6	1853						
Lytham, St. Peter's R.C. 2	- - -	- -	6 13 4½	- - -	- - -	1 5 0	14 1 0	
Maghull - - N.S.	80 0 0	1841	1 17 9½					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Manchester, All Saints' Ch. S. 4	- -	- -	3 10 6	2 10 0	- -	3 15 0	25 9 0	
Manchester, All Souls' N.S. 1	364 0 0	1846	7 0 3½	60 0 0	- -	167 10 0	8 12 0	
Manchester, St. Alphonsus' - - R.C. 12	- -	- -	5 1 2	- -	- -	- -	13 8 0	
Manchester, Ancoats, (Chalmers' Presbyterian School) - - 11	- -	- -	15 16 11	132 6 8	- -	374 10 0	16 12 0	
Manchester, Ancoats, Lyceum - - B.S. 4	- -	- -	13 16 2	- -	- -	783 14 2	24 4 0	
Manchester, Ancoats, St. Andrew's - N.S. 2	*300 0 0	1837	5 7 8½	147 6 8	- -	378 0 0	9 0 0	
" " - "	20 0 0	1846						
" " - "	100 0 0	1849						
" " - "	49 0 0	1851						
Manchester, Ragged and Reformatory S. - - 9	- -	- -	- -	- -	- -	- -	- -	776 16 3R
Manchester, St. Anne's, N.S. 1	500 0 0	1841	4 9 11	210 15 0	- -	391 8 4		
" " - "	71 0 0	1850						
Manchester, St. Barnabas' - - - N.S. 2	500 0 0	1843	9 14 7½	154 11 8	- -	1,087 15 0	23 10 0	
" " - "	5 18 8	1848						
" " - "	653 18 4	1857						
Manchester, Cathedral, N.S. 2	- -	- -	6 17 10½	278 11 8	- -	547 6 8	12 14 0	
Manchester, Cathedral, Charity School - - 1	- -	- -	2 1 5	55 0 0	- -	60 0 0		
Manchester and Salford Ragged and Reformatory School - - - 5	- -	- -	- -	- -	- -	- -	- -	204 13 7R
Manchester, St. Chad's (Cheetham Hill) - R.C. 12	620 0 0	1852	13 3 4	120 5 0	- -	449 5 0	30 0 0	
Manchester (Cheetham Hill) - - Wes. 10	- -	- -	7 1 10½	90 0 0	- -	551 1 8	41 4 0	
Manchester (Cheetham Hill Road) Jews' Sch. 3	- -	- -	4 6 8	62 10 10	- -	105 15 0		
Manchester, Church Teachers' Institution	- -	- -	2 5 10½					
Manchester, (Collegiate District) - N.S.	*400 0 0	1836						
Manchester (Granby Row) - - - N.S. 1	200 0 0	1845	8 6 8½	104 0 0	- -	273 12 6		
Manchester, Chorlton-upon-Medlock, Grosvenor Square, Presbyterian School - - 9	221 0 0	1854	16 9 7½	77 0 0	- -	669 10 0	33 9 0	
Manchester, St. James' N.S. 2	700 0 0	1846	10 15 0½	48 6 8	- -	500 17 6		
Manchester, St. John's N.S. 2	66 0 0	1857	32 3 8½	147 11 8	- -	962 1 8	34 1 0	
Manchester, St. Jude's N.S. 2	- -	- -	6 8 0	100 3 4	- -	362 0 0	23 3 0	
Manchester (Lower Mosley Street) - B.S. 10	*420 0 0	1837	29 2 6	222 12 6	- -	1,850 10 10	64 10 0	
" " - "	*400 0 0	1839						
Manchester, St. Mark's (Cheetham Hill) N.S. 2	215 0 0	1843	6 11 10½	146 12 6	- -	87 11 8		
" " - "	30 10 0	1857						
Manchester (Marshall Street) - B.S. 9	- -	- -	25 12 7½	143 0 0	150 0 0	1,695 3 4	78 14 0	
Manchester, St. Mary's, R.C. 11	460 0 0	1855	7 9 0	44 6 8	- -	106 16 8	38 11 0	
Manchester, St. Matthew's - - - N.S. 2	461 2 6	1855	3 6 11	37 18 4	- -	32 10 0	8 13 0	
Manchester, St. Michael's - - - N.S. 3	418 0 0	1842	- -	30 0 0	- -	19 16 8	4 10 0	
" " - "	300 0 0	1844						
" " - "	36 0 0	1857						

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Manchester, Miles Platting (Argyle Street) - - B.S. 9	- - -	- - -	16 0 11½	101 0 0	- -	703 10 0	10 13 0	
Manchester, New Jerusalem Church Sch. 10	- - -	- - -	39 6 0½	17 10 0	- -	1,164 3 4	19 11 0	
Manchester, St. Patrick's - - - R.C. 11	- - -	- - -	13 0 9	8 6 8	- -	1,007 10 0	32 10 0	24 11 6
Manchester, St. Philip's - Ch. S. 1	764 0 0	1852	3 11 1½	44 3 4	- -	179 13 4	15 9 0	
" " "	15 0 0	1857						
Manchester (Rusholme Road) - Wes. 10	- - -	- - -	15 12 1½	304 0 10	- -	971 4 2	33 0 0	
Manchester, St. Saviour's (Chorlton-on-Medlock) - N.S. 2	380 0 0	1852	7 0 0	108 6 8	- -	1,099 3 4	12 15 0	
Manchester, St. Silas' N.S.	612 0 0	1845						
Manchester, St. Thomas' (Redbank) - N.S. 2	531 0 0	1848	12 9 4½	289 15 0	- -	1,003 19 2	14 0 0	
Manchester, St. Wilfred's - - - R.C. 12	- - -	- - -	9 0 0½	9 3 4	- -	178 12 6	12 10 0	
" " Night Sch.	- - -	- - -	- - -	- - -	- -	10 0 0		
Marsden, Great - N.S. 7	250 0 0	1849	5 3 4½	59 10 0	- -	296 0 0	61 1 0	
Marsden, Little - N.S.	*100 0 0	1835	2 16 8					
" " "	6 19 0	1847						
Mawdsley " - - N.S.	85 0 0	1844						
Mayfield - - B.S. 10	- - -	- - -	9 16 9½	191 0 0	- -	702 14 2	24 5 0	
Mellor Brook - - N.S.	*110 0 0	1836						
Michael's, St., on Wyre, N.S. 5	- - -	- - -	4 17 3	56 8 4	- -	322 0 0	46 6 0	
Micklehead Green - B.S. 11	- - -	- - -	2 4 0½	23 15 0				
Middleton - - N.S. 3	200 0 0	1843	8 9 8½	114 6 8	- -	251 16 8	14 11 0	
Middleton, Infants N.S.	- - -	- - -	4 3 6					
Middleton, Barrowfields, Infants - N.S. 3	135 0 0	1845	4 0 9½	36 6 8	- -	176 14 2		
Milnrow - - - B.S.	90 0 0	1840						
" - - - "	8 19 8	1846						
Milnrow - - - N.S. 5	200 0 0	1841	9 17 6½	27 10 0	- -	48 0 0	40 0 0	
" - - - "	20 0 0	1855						
Mossley - - - N.S.	315 0 0	1842						
" - - - "	150 0 0	1844						
Moss Bank - - N.S.	303 0 0	1855						
Moston - - - N.S.	174 0 0	1845						
Musbury (Hollin Bank) - - - N.S. 5	- - -	- - -	3 15 4	5 0 0	- -	- - -	39 9 0	
Newbarns - - N.S.	- - -	- - -	1 12 9					
Newburgh (Ormskirk) S. 5	- - -	- - -	- - -	- - -	- -	5 0 0		
Newton Heath (No. 1), All Saints' - - N.S. 4	907 13 4	1854	4 0 0½	3 15 0	- -	138 15 0	8 5 0	
" " - - "	6 0 0	1856						
Newton Heath (No. 2), All Saints' - - N.S.	240 0 0	1845						
" " - - "	14 6 8	1854						
Oakenrod, Factory and Evening School - -	- - -	- - -	5 10 1					
Oldham - - - B.S.	*254 0 0	1834						
Oldham (St. Domingo Street) - - Wes. 9	- - -	- - -	14 0 6½	119 3 4	- -	636 0 10	61 4 0	
Oldham, St. Mary's N.S.	1,000 0 0	1844						
Oldham, St. Peter's N.S. 4	*588 0 0	1836	10 13 0	- - -	- -	60 15 0	25 0 0	
" - - "	650 0 0	1844						
Openshaw " - - N.S. 4	138 10 0	1854	7 19 3½	58 17 6	- -	104 10 0	31 13 0	
" - - "	2 16 4	1857						
Ormskirk - - N.S. 3	- - -	- - -	- - -	36 10 0	- -	51 16 8		
Ormskirk, United Charity School - - 5	292 3 4	1854	9 6 10½	137 5 0	- -	633 3 4	19 6 0	
" " - - "	500 0 0	1856						
Orrell " - - R.C.	- - -	- - -	2 0 0					
Oswaldtwistle (Cabin End) - - - N.S. 7	*120 0 0	1837	3 11 6	15 0 0	- -	157 15 10		

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Oswaldtwistle, Daisey Green - - - N.S.	*96 0 0	1839						
Oswaldtwistle, New Lane - - - N.S. 7	- -	-	2 1 8½	22 10 0	- -	114 10 0	23 5 0	
Paddington, St. Paul's, N.S. 1	300 0 0	1856	7 4 2	24 10 0	- -	28 10 10	13 14 0	
" " "	148 0 0	1857						
Padgate - - - N.S.	150 0 0	1844						
Padiham - - - B.S. 4	- -	-	3 0 5	18 15 0	- -	22 5 0	32 6 0	
Padiham - - - Wes. 5	- -	-	1 0 2	- -	- -	47 3 4	28 1 0	
Parr, St. Peter's - N.S. 1	300 0 0	1844	- -	28 15 0	- -	10 0 0	21 11 0	
" " " - "	50 0 0	1844						
" " - "	36 16 8	1854						
Patricroft (Mechanics' Institute) - B.S. 10	300 0 0	1849	6 14 3¼	189 10 0	- -	551 1 8	68 19 0	
" " - "	26 2 8	1849						
Patricroft - - Wes.	- -	-	6 3 2½					
Patricroft, Holy Cross - - - R.C.	- -	-	3 7 8					
Peasley - - Ch.S.	90 0 0	1854						
" - - - "	81 0 0	1856						
Pemberton - - N.S.	136 0 0	1842						
Pemberton, Goose Green - - - N.S.	*30 0 0	1838						
Pendlebury, St. John's N.S. 3	270 0 0	1846	4 13 7½	82 0 10	20 0 0	435 18 4	88 18 0	
Pendleton (Charlestown), St. George's, Ch. of E. 1	- -	-	- -	40 0 0	- -	39 0 0	10 12 0	
Pendleton, St. Thomas' N.S. 3	*60 0 0	1837	7 17 0	156 16 8	- -	240 16 8	16 1 0	
Pennybridge - - N.S.	*70 0 0	1838						
Pilkington, Park Lane B.S. 4	- -	-	6 15 0½	19 3 4	- -	655 15 0	76 15 0	
Pilling - - - N.S.	483 0 0	1837						
Poulton-le-Sands - N.S. 5	740 0 0	1856	7 14 1½	- -	- -	19 0 0	17 12 0	
Prescot, St. Mary's - R.C.	- -	-	5 16 8					
Preston, All Saints' N.S. 12	466 5 0	1854	9 9 9½	32 18 4	- -	43 15 0	8 11 0	
Preston, Central - N.S. 11	- -	-	17 8 3½	141 3 4	- -	617 5 0	12 2 0	
Preston, Ch. Ctr. - N.S. 11	*105 0 0	1835	13 14 0½	126 17 6	- -	709 16 8	28 14 9	
Preston, Croft Street Wes. 9	- -	-	15 18 7½	62 18 4	- -	190 10 0	29 9 0	
Preston, Holy Trinity N.S. 12	605 0 0	1845	16 19 4½	36 13 4	- -	80 18 4	19 3 0	
" " " "	35 6 8	1849						
" " " "	17 6 8	1857						
Preston, St. Augustine's - - - R.C. 4	- -	-	9 11 1½	53 10 0	15 0 0	621 6 8	10 5 0	
Preston, St. Ignatius' R.C. 4	- -	-	12 4 7½	- -	- -	857 10 0	20 0 0	
" " Evening S.	- -	-	- -	- -	- -	27 10 0		
Preston, St. James' N.S. 11	489 0 0	1850	9 7 0½	46 10 0	- -	206 0 0	16 16 0	
" " "	12 0 0	1855						
Preston, St. Mary's N.S. 12	*250 0 0	1838	6 9 10	50 18 4	- -	275 10 0	8 15 0	
" " - "	154 0 0	1847						
" " - "	90 0 0	1856						
Preston, St. Paul's - N.S. 12	83 9 2	1855	22 8 0	293 16 8	- -	1,579 10 0	41 6 0	
" " "	34 0 0	1857						
Preston, St. Paul's, Infant (Deepdale Mill Street) - - N.S.	184 0 0	1854						
" " - "	3 13 8	1856						
" " "	244 0 0	1856						
Preston, St. Paul's, Night School - N.S. 12	- -	-	- -	- -	- -	6 3 4		
Preston, St. Peter's, Girls and Infants N.S. 12	222 0 0	1856	6 1 10½	63 18 4	- -	337 10 0	13 4 0	
Preston, St. Peter's, Boys - - N.S. 12	- -	-	4 9 11½	46 0 0	- -	102 0 0	25 0 0	
Preston, The Talbot R.C. 3	- -	-	12 13 10	74 15 0	27 10 0	208 16 8	13 15 0	
" " Night S.	- -	-	- -	- -	- -	20 0 0		

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Preston, St. Thomas', Infants - - N.S. 12	- - -	- -	- - -	2 6 8				
Preston, St. Thomas' N.S. 12	250 0 0	1841	8 15 7	49 12 6	- -	134 1 8	29 5 0	
" " - "	166 0 0	1848						
" " - "	47 0 0	1855						
" " - "	20 0 0	1856						
" " Night S.								
Boys - - N.S. 12	- - -	- -	- - -	- - -	- - -	6 8 0		
" " Girls "	- - -	- -	- - -	- - -	- - -	6 0 0		
Preston (Walker Street) R.C. 4	- - -	- -	8 16 0½	96 15 0	67 10 0	289 15 0	25 0 0	
Preston, St. Wilfred's (Fox Street) - R.C. 4	80 0 0	1855	16 14 10½	59 2 6	- -	794 3 4	17 8 0	
" " Night S.	- - -	- -	- - -	- - -	- -	11 0 0		
Prestwich - - N.S. 4	- - -	- -	3 1 10	73 15 0	- -	102 10 0	8 9 0	
Prestwich, Rooden Lane - - - B.S. 3	250 0 0	1854	5 12 0½	138 0 0	- -	202 4 2	49 13 0	
Quernmore - - N.S. 6	*35 0 0	1838	5 10 4	37 2 6	- -	128 13 4	28 0 0	10 17 6
" - - "	92 5 0	1852						
Radcliffe - - N.S. 5	*405 0 0	1839	- - -	110 0 0	- -	- - -	7 10 0	
Radcliffe Close - Wes. 4	150 0 0	1858	8 19 7½	64 10 0	- -	361 10 0	44 3 0	
Radcliffe Institution B.S. 3	- - -	- -	- - -	19 5 0	- -	86 13 4		
Rainford (at Crank Hill) - - - N.S.	117 0 0	1852						
Rainford - - - N.S. 11	149 5 0	1850	3 13 3½	31 17 6				
" - - - "	30 0 0	1850						
" - - - "	30 0 0	1852						
Rainhill - - N.S. 9	100 0 0	1841	1 1 8½	129 12 6	- -	135 12 6	53 11 0	
" - - - "	75 0 0	1849						
Rainhill - - - R.C. 1	- - -	- -	6 19 3	130 0 0	- -	52 10 0	17 14 0	
Ravenhead (Plate Glass Company's) B.S. 4	- - -	- -	6 19 0½	103 15 0	- -	500 16 8	34 2 0	
Rawcliffe Hall - N.S. 5	- - -	- -	- - -	- - -	- -	92 10 0		
Rawtenstall - - N.S. 4	*200 0 0	1839	- - -	33 15 0	- -	137 15 0	47 14 0	
Rawtenstall - - Wes.	- - -	- -	10 8 4					
Rawtenstall, Holly Mount - - - B.S. 2	- - -	- -	4 19 10	33 6 8	- -	48 15 0	21 10 0	
Read (in Whalley) N.S.	*60 0 0	1838	1 0 1					
Rhodes - - - Ch.S. 4	390 10 8	1856	2 3 4	41 13 4	- -	- - -	13 5 0	
Risley - - Pres. S. 10	105 0 0	1852	2 14 11	56 7 6	- -	- - -	1 16 0	
" - - - "	43 0 0	1856						
Rochdale - - - Par. 3	100 0 0	1844	5 9 4½	151 10 0	- -	844 6 8	55 16 0	
" - - - "	50 0 0	1845						
" - - - "	38 0 0	1854						
Rochdale - - B.S.	*250 0 0	1838						
Rochdale - - Wes. 2	- - -	- -	9 17 6½	85 18 4	- -	139 0 0	13 12 0	
Rochdale, St. John's R.C.	- - -	- -	2 3 4					
Rochdale, St. Patrick's, R.C.	- - -	- -	5 0 0					
Royton, St. Paul's - N.S.	15 0 0	1844						
Rycroft - - B.S. 11	- - -	- -	12 4 2½	133 1 8	- -	455 6 8	80 8 0	
Salesbury - - N.S.	240 0 0	1852						
Salford, St. Bartholomew's - - N.S. 1	400 0 0	1844	17 7 9½	187 15 0	- -	499 5 0	19 17 0	
" " - "	17 0 0	1850						
" " - "	20 0 0	1855						
Salford (Ellor Street), B.S.	*200 0 0	1839						
" - " - "	50 0 0	1840						
Salford (Broughton Road) - - - Wes. 3	- - -	- -	13 7 0½	131 6 8	27 1 8	592 0 0		
Salford, Ch. Ch. - N.S. 2	- - -	- -	10 18 9½	333 5 0	- -	1,234 13 4	19 11 0	
Salford (Great George Street) Model - N.S. 1	- - -	- -	18 10 0½	366 0 0	112 10 0	1,285 5 10	16 11 0	
Salford, St. John's - R.C.	- - -	- -	2 6 4					
Salford, St. Matthias' N.S. 2	500 0 0	1842	4 4 8½	196 11 8	- -	713 1 8	17 1 0	
" "	20 0 0	1846						
Salford, New Jerusalem Ch. S. 10	- - -	- -	4 3 4½	75 8 4	16 13 4	489 0 0	23 0 0	

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salford Industrial and Ragged School - -	- - -	-	- - -	- - -	- - -	- - -	- - -	237 18 6a
Salford, Scotch Pres. S. 10	- - -	-	16 13 9½	223 10 0	60 0 0	683 15 10	29 10 0	
Salford, St. Simon's N.S.	1,109 0 0	1856	2 16 6½					
Samlesbury - - N.S.	*120 0 0	1837						
Satterthwaite and Rusland - - N.S. 6	100 0 0	1850	3 8 8½	117 10 0	- - -	127 11 8		8 16 6
Scarisbrick - Ch. S. 5	- - -	-	1 0 0½	19 0 0	- - -	97 18 4		
Scorton - - - B.S. 4	- - -	-	2 18 4	- - -	- - -	285 0 0	10 9 0	
Scotforth - - N.S.	50 0 0	1846						
Seaforth - - N.S. 11	259 0 0	1855	- - -	30 0 0				
Sharples (Messrs. Ashworths') - B.S. 9	- - -	-	3 19 8½	117 8 4	- - -	339 3 4	65 18 0	
Shaw - - - N.S. 4	*200 0 0	1839	3 1 7	- - -	- - -	7 5 0	58 14 0	
" - - - "	15 0 0	1856						
" - - - "	26 5 0	1856						
Shaw - - - Wes. 4	- - -	-	10 10 0½	54 0 0	25 0 0	26 0 0	32 11 0	
Shuttleworth - N.S.	200 0 0	1849	4 8 9½					
Silverdale - - N.S.	87 0 0	1855	1 6 8½					
Skerton - - - N.S.	*120 0 0	1837	2 14 7½					
" - - - "	30 0 0	1849						
Smallbridge, St. John's - - N.S. 4	*200 0 0	1839	16 10 7	131 5 0	50 0 0	486 1 8	113 4 0	
Smithill's Deane - N.S.	60 0 0	1843						
Southport - - B.S.	*60 0 0	1836						
Southport, Ch. Ch. - N.S. 10	*57 0 0	1838	1 3 6½	7 10 0	- - -	42 0 0	13 10 0	
" - - "	315 0 0	1854						
Southport, Holy Trinity - - N.S. 10	1,093 15 0	1857	3 12 0	51 0 10	- - -	34 0 0		
Southport, St. Mary's R.C.	- - -	-	1 0 0					
Southshore - - N.S.	80 0 0	1846						
Spotland - - N.S. 4	*166 0 0	1837	6 4 8½	- - -	- - -	- - -	14 16 0	
" - - "	13 19 11	1846						
" - - "	13 12 6	1848						
" - - "	3 16 8	1853						
" - - "	23 0 0	1853						
" - - "	6 0 0	1856						
Stand - - - N.S.	*270 0 0	1837						
Standish - - N.S. 1	- - -	-	3 3 4½	32 17 6	- - -	55 5 0	24 10 0	
Standish, Girls - N.S. 1	- - -	-	- - -	16 0 0	- - -	15 0 0		
Stanley, St. Anne's N.S. 11	436 0 0	1847	12 1 6½	- - -	- - -	102 0 0	19 6 0	
Staveley (in Cartmel) Endowed S.	32 0 0	1848						
Stonefield - - N.S.	*60 0 0	1837						
Stretford - - N.S. 2	370 0 0	1845	a14 14 4	192 0 0	- - -	299 16 8	23 12 0	
" - - "	- - -	-	7 0 5½					
Sutton - - - N.S. 11	- - -	-	6 0 0	78 6 8	- - -	47 10 0	24 15 0	
Sutton, St. Anne's R.C. 2	- - -	-	1 16 4½	- - -	- - -	- - -	6 18 0	
Swinton, Industrial P.U. 12	- - -	-	- - -	- - -	- - -	- - -	- - -	270 10 0
Symonstone - - N.S.	*52 0 0	1840	0 10 8½					
Tarleton - - N.S.	*120 0 0	1839						
Tarleton, The Holmes, N.S.	166 0 0	1848						
Thornham - - N.S.	*100 0 0	1840						
Thurnham - - R.C. 3	- - -	-	1 17 2½	- - -	- - -	- - -	7 13 0	
Tockholes - - N.S.	50 0 0	1846						
Todmorden - - N.S.	500 0 0	1845						
Tonge-cum-Alkington, N.S.	188 0 0	1847						
Tottington - - N.S. 4	*90 0 0	1836	2 6 10½	12 10 0	- - -	102 18 4	19 3 0	
" - - "	*99 0 0	1836						
Towneley - - R.C. 3	- - -	-	1 0 8	89 0 0	- - -	274 11 8	11 15 0	
Trawden - - N.S.	140 0 0	1843						
Tunstead - - N.S.	110 0 0	1842	2 14 6½					
Ulneswalton - - N.S.	35 0 0	1846						
Ulverstone - - N.S. 6	*150 0 0	1834	4 0 1½	73 0 0	- - -	111 8 4		
Ulverstone - - Wes. 8	- - -	-	3 6 8	8 15 0				
Unsworth - - N.S. 7	360 0 0	1846	4 5 1½	- - -	- - -	15 0 0		
" - - "	60 0 0	1847						
" - - "	12 0 0	1849						
" - - "	20 0 0	1851						

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Unsworth - - Wes. 4	- - -	- - -	4 0 0½	- -	- -	2 10 0		
Upholland, Girls - N.S. 1	198 0 0	1850	1 16 6½	24 3 4	- -	37 10 0	16 5 0	
Upholland, Mixed, late Holland Moor N.S. 12	100 0 0	1850	3 16 6	47 10 0	- -	78 15 0	31 18 0	
" " - "	8 5 4	1854						
Urswick, Grammar School - - - - 6	- -	- -	1 13 4	44 16 8	- -	40 18 4	15 19 0	
Walkden Moor - N.S. 12	- -	- -	4 13 7½	263 6 8	41 5 0	918 6 8	72 18 0	
" Night School 12	- -	- -	- - -	- -	- -	60 0 0		
Walmersley, Ch. Ch. N.S. 3	*150 0 0	1840	8 16 0½	32 10 0	- -	270 1 0	23 14 0	
Walmersley - - N.S.	*200 0 0	1840						
" - -	150 0 0	1846						
Walton-le-Dale - N.S.	*300 0 0	1836						
Walton-on-the-Hill N.S. 11	- -	- -	1 17 6¾	38 10 0	- -	66 10 0	1 5 0	
Wardle - - - N.S.	270 0 0	1844	3 12 0½					
Wargrave - - N.S. 10	450 0 0	1845	13 4 2¾	164 12 6	- -	308 9 2	45 5 0	
" - - "	45 0 0	1846						
" - - "	20 0 0	1852						
Warrington, St. Alban's - - R.C. 2	- -	- - -	6 7 6½	22 18 4	- -	102 5 0		
Warrington - - B.S. 10	235 0 0	1841	14 7 5½	220 13 4	48 15 0	1,213 15 0	54 0 0	
" - - "	66 10 0	1851						
" - - "	18 0 0	1852						
" - - "	100 0 0	1854						
Warrington, Model Par. 1	*415 0 0	1834	15 11 7½	292 5 0	- -	1,236 13 4	37 0 0	
" " -	*85 0 0	1839	*a* 6 13 4					
" " -	574 10 0	1850						
" " -	75 0 0	1850						
" " -	31 1 0	1851						
" " -	27 0 0	1857						
Warrington, Heathside, St. Paul's and Trinity N.S. 11	360 0 0	1853	11 17 0¾	80 7 6	- -	164 0 0	29 19 0	
Warton, Parish Grammar School - - - 1	- -	- - -	2 3 4½					
Waterhead - - N.S.	187 13 4	1854	4 16 8¼					
Waterloo, Ch. Ch. N.S. 9	106 0 0	1843	2 18 11	20 0 0	- -	173 10 10		
" - -	105 0 0	1851						
Wavertree, Infants B.S. 11	- -	- - -	1 12 6¾	80 16 8	- -	281 0 0	20 1 0	
Wensley Fold - N.S.	210 0 0	1845	4 5 4					
" - - "	35 0 0	1848						
West Derby - - N.S. 11	- -	- - -	- - -	68 16 8	- -	61 5 0	12 13 0	
West Derby - - P.U. 12	- -	- - -	- - -	- -	- -	99 15 0		
Whalley - - N.S.	*40 0 0	1836	3 12 7					
" - - "	183 0 0	1847						
Wheelton - - N.S.	50 0 0	1844	1 7 11					
White Coppice - N.S.	45 0 0	1844	1 6 8					
" - - "	30 0 0	1844						
Whittington - - N.S. 10	- -	- - -	- - -	44 5 0	- -	206 5 0		
Whittle-le-Woods N.S.	*53 0 0	1834	1 2 2					
Widnes Dock - N.S. 10	30 0 0	1841	0 16 7½	10 0 0	- -	- -	3 5 0	
Wigan, Blue Coat - N.S. 11	- -	- - -	7 0 2	- -	- -	- -	15 0 0	
Wigan, St. Catherine's N.S.	*450 0 0	1835						
Wigan, St. George's N.S.	*306 0 0	1839						
Wigan, St. John's - R.C. 11	38 0 0	1854	10 13 4	80 6 8	20 16 8	721 8 2	70 10 0	
" " "	106 13 4	1855						
" " Night S. 11	- -	- - -	- - -	- -	- -	20 0 0		
Wigan, St. Joseph's R.C. 11	- -	- - -	5 1 4½	19 6 8	- -	109 18 4	14 6 0	
Wigan, St. Mary's - R.C. 11	126 11 6	1857	3 18 2	20 0 0	- -	29 0 0	24 6 0	
Wigan, St. Patrick's R.C. 11	- -	- - -	1 0 2	- -	- -	63 0 0		
Wigan, Presbyterian S. 4	90 0 0	1852	5 11 8	- -	- -	41 0 0	11 3 0	
Wigan, St. Thomas' N.S. 12	360 0 0	1847	15 6 1½	31 3 4	- -	41 0 0	24 5 0	
" "	83 10 0	1855						
Wigan - " - - Wes. 5	1,644 0 0	1857	6 13 4	30 1 8	- -	9 13 4	6 5 0	
Willows - - R.C.	- -	- - -	3 13 4					
Withington - - N.S. 2	100 0 0	1841	1 1 9	45 0 0	- -	325 1 8	43 12 0	
" - -	2 5 8	1843						
Withnell Mill - Wes. 3	- -	- - -	5 2 10½	23 7 6	- -	57 18 4	59 11 0	

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LANCASHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Witton, St. Mark's	N.S.	204 0 0	1846						
Woolton -	N.S.	300 0 0	1848						
Woolton, Little -	N.S.	110 0 0	1845						
" " -	"	27 0 0	1845						
Worsley, Roe Green, Night School -	N.S. 12	- - -	-	- - -	- - -	- - -	20 0 0		
Worsley - - -	N.S. 12	- - -	-	7 17 2½	224 18 4	- - -	941 7 6	112 12 0	2 5 0
Worsley (Ellenbrook) Night School -	N.S. 12	- - -	-	- - -	- - -	- - -	35 0 0		
Yealand Conyers -	N.S.	76 0 0	1841						
LEICESTERSHIRE.									
Appleby - -	B.S.	10 0 0	1842						
Ashby-de-la-Zouch	N.S. 6	*250 0 0	1837	1 12 8	6 13 4	- -	59 10 0	62 11 0	
" " -	"	5 18 0	1850						
" " -	"	60 0 0	1853						
Aylestone - -	N.S.	75 0 0	1845						
Bardon Park -	B.S. 1	- - -	-	2 9 4½	- - -	- - -	173 15 0		
Barkby - - -	Par. 5	- - -	-	2 2 2	5 0 0				
Barkestone - -	N.S. 6	- - -	-	- - -	99 11 8	- -	157 6 8	24 12 0	
Belgrave - -	N.S. 5	*60 0 0	1840	- - -	- - -	- - -	- - -	23 0 0	
Belton - - -	N.S.	82 0 0	1844						
Blaby - - -	N.S. 5	3 13 6	1849	- - -	- - -	- - -	- - -	4 15 0	
" - - -	"	125 0 0	1849						
Blackfordby - -	N.S.	20 0 0	1844						
Bottesford - -	N.S.	418 3 0	1856						
Bowden, Great -	N.S.	*60 0 0	1839	2 2 8½					
Branstone and Eaton	N.S.	70 0 0	1845						
Breedon-on-the-Hill	N.S. 6	- - -	-	1 13 4½	17 10 0	- -	- - -	5 8 0	
Broughton Astley	N.S. 6	95 0 0	1847	1 6 2½	- - -	- - -	- - -	1 10 0	
Buckminster -	N.S.	40 0 0	1842	0 19 11½					
Burbage - -	N.S. 5	- - -	-	2 0 0	73 3 4	- -	143 2 6	28 10 0	
Burbage - - -	Wes. 5	- - -	-	2 9 0	13 15 0	- -	- - -	3 14 0	
Coalville - -	N.S.	*70 0 0	1839						
" - -	"	4 0 0	1846						
Croxton Keyrial -	N.S.	75 0 0	1845						
Dalby, Old -	B.S. 12	- - -	-	3 3 0½	81 5 0	- -	300 10 0	8 15 0	
Donington Castle	Par. 7	620 0 0	1855	- - -	- - -	- - -	- - -	15 19 0	
" " -	"	3 0 11	1855						
Eaton - - -	Par. 5	- - -	-	1 0 1	- - -	- - -	- - -	1 18 0	
Frisby-on-the-Wreak,	N.S.	121 5 9	1855	1 1 2					
Gilmorton - -	N.S. 6	- - -	-	1 3 1	21 5 0	- -	6 5 0	31 8 0	
Glenn, Great -	Ch. of E. 5	- - -	-	- - -	16 5 0	- -	5 0 0	9 9 0	
Griffydam - -	Wes. 12	349 16 8	1854	5 18 8½	13 15 0	- -	30 0 0	32 8 0	
Harborough Market	N.S. 7	*100 0 0	1836	- - -	71 10 0	- -	32 10 0	26 5 0	
" " -	"	60 0 0	1843						
Harborough Market	B.S.	*205 0 0	1839						
Harby - - -	N.S.	- - -	-	1 13 4					
Hathern - -	N.S. 6	254 0 0	1850	7 18 5	101 5 0	- -	247 11 8	29 7 8	
Heather - -	N.S.	40 0 0	1846						
Higham-on-the-Hill	N.S. 6	*46 0 0	1838	1 13 4	4 3 4	- -	6 5 0	7 0 0	
" " -	"	23 12 6	1855						
Hinckley - -	N.S. 5	- - -	-	- - -	7 10 0	- -	10 0 0	5 19 0	
Hinckley, Holy Trinity - - -	N.S. 5	220 0 0	1848	7 5 7	- - -	- - -	10 16 8		
Hose - -	N.S.	80 0 0	1846						
Hugglescote and Donington - -	N.S. 6	*51 0 0	1838	1 18 4½	- - -	- - -	- - -	5 15 0	
Ibstock - - -	N.S. 6	- - -	-	- - -	16 5 0	- -	47 5 10		
Ibstock - - -	B.S. 1	81 0 0	1848	5 0 1½	- - -	- - -	232 6 0	10 12 0	
" - - -	"	40 0 0	1852						
" - - -	"	22 5 0	1856						

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	Amount.		Date of Payment.																		
LEICESTERSHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Kegworth - - N.S. 6	133	0	0	1840	5	6	4½	82	10	10	-		-	60	0	0	52	14	0			
Kilworth-Beauchamp N.S. 5	115	0	0	1843	-		-	71	0	0	-		-	276	2	6	23	0	0			
" - - "	32	0	0	1856																		
Kilworth, North - N.S. 6	-		-	-		-	-		-	-		-	-		-	5	4	0			
Kilworth, South - N.S. 6	*40	0	0	1835	2	13	1½	-		-	-		-	-		-	6	8	0			
" - - "	41	0	0	1851																		
Kincote - - N.S. 6	-		-	-		-	-		-	-		-	-		-	1	8	0			
Kirby Muxloe - Ch. of E.	-		-	-		-	-		-	-		-	-		-	2	2	0			
Knighton - - N.S.	45	0	0	1841	1	19	11½	-		-	-		-	-		-						
Knipton - - N.S. 6	-		-	-	2	16	8	36	5	0	-		-	56	0	10	12	7	0			
Leicester, County Central - - N.S. 6	-		-	-		-	-	160	5	0			-	781	11	8	30	0	0			
Leicester, Ch. Ch. - N.S. 6	152	8	4	1841	6	18	3¾	105	16	8	-		-	281	0	0						
Leicester (Curzon St.) N.S. 6	237	3	4	1853	6	0	5½	34	15	0	-		-	92	10	0						
Leicester, Great Meeting Day - - B.S. 1	-		-	-	13	11	11	99	0	0	-		-	474	15	0	25	0	0			
Leicester (Hill St.) B.S. 1	*750	0	0	1834	20	16	8½	55	0	0	-		-	655	6	8	46	0	0			
" - - "	120	0	0	1855																		
Leicester (Knighton Street) - - N.S. 6	-		-	-		-	-	7	0	0	-		-	47	14	2	13	11	0			
Leicester, Infant, Archdeacon Lane - B.S.	*100	0	0	1838																		
Leicester, St. John's N.S. 5	-		-	-	5	14	4½	3	15	0	-		-	-		-	11	8	0			
Leicester, St. Margaret's - - - N.S. 5	*425	0	0	1835	8	12	10¾	27	0	0	-		-	66	0	0						
Leicester, St. Mary's, Old - - - Par.	-		-	-	4	3	4															
Loughborough - Wes. 12	-		-	-	5	18	3½	-		-	-		-	264	14	2						
Loughborough, Emanuel, Infant - - N.S. 6	150	0	0	1854	2	15	8½	10	0	0	-		-	46	10	0	23		0			
Loughborough, Lancasterian School - - 12	-		-	-			-	15	0	0	-		-	308	0	0	21	13	0			
Loughborough - R.C. 8	-		-	-			-	10	16	8												
Melton Mowbray, Free - - N.S. 5	20	0	0	1852	8	11	11	229	3	4	-		-	708	3	4	49	12	0			
Melton Mowbray - B.S. 12	-		-	-	3	15	10½	17	18	4	-		-	52	15	0						
" " Ch.S.	-		-	-	*a*6	13	4															
Melton Mowbray " Ch.S.	100	0	0	1854	*a*10	13	4															
Moira - - Ch. of E. 5	-		-	-			-	26	18	4	-		-	7	10	0	15	0	0			
Mount St. Bernard, Agricultural Colony R.C. 5	-		-	-			-	-		-	-		-	-		-	-		-	773	4	5R
Nailstone - - N.S. 6	-		-	-			-	31	13	4	-		-	-		-	12	7	0			
Nailstone, Infant - N.S. 6	-		-	-			-	-		-	-		-	-		-	6	7	0			
Oadby - - N.S. 5	220	0	0	1848	-		-	5	0	0	-		-	-		-	14	16	0			
Peckleton, Juvenile Reformatory - - 6	-		-	-	-		-	-		-	-		-	-		-	-		-	122	5	5R
Queniborough - N.S. 5	85	0	0	1848	-		-	-		-	-		-	-		-	1	9	0			
Quorndon - - N.S. 5	*48	0	0	1837	-		-	-		-	-		-	-		-	19	4	6			
" - - "	12	0	0	1847																		
Redmill - - - N.S.	-		-	-	1	0	9															
Rothley - - - N.S. 6	*69	0	0	1839	2	18	4	17	10	0	-		-	30	8	4						
" - - "	17	3	4	1853																		
Scalford - - - N.S.	20	0	0	1846	1	9	1															
Sharnford - - N.S. 6	70	0	0	1846	1	0	0	-		-	-		-	-		-	9	1	0			
Sheepy - - - N.S. 6	108	0	0	1848	-		-	-		-	-		-	-		-	5	5	0			
Sheepshed - - N.S. 5	*200	0	0	1837	7	13	9½	168	14	2	8	6	8	782	0	10	47	4	0			
" - - "	17	0	0	1850																		
" - - "	30	0	0	1855																		
Shilton (Earl's) - N.S. 6	-		-	-	2	7	4	82	3	4	-		-	45	0	0	24	18	0			
Stapleton - - N.S.	75	0	0	1848																		
Stoke Golding, Grammar School -	40	0	0	1842																		
Stonesby - - N.S.	-		-	-	1	4	0															
Swepstone - - N.S.	40	0	0	1844																		
Thringstone - - N.S.	52	10	0	1844																		
Thurlaston - - N.S. 7	294	6	0	1854	2	1	4½	50	0	0	-		-	17	10	0	10	17	0			
Thurlaston, Infant - N.S. 7	-		-	-	-		-	-		-	-		-	-		-	11	19	0			

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LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s	£ s. d.	£ s. d.	£ s. d.
Thurmaston - - N.S. 5	125 0 0	1845	3 5 10½	5 0 0	- -	34 3 4	5 16 0	
" - - "	15 0 0	1846						
" - - "	40 6 0	1857						
Twyford - - Wes.	- -	- -	3 13 4½					
Twyford - - N.S. 6	54 0 0	1846	- -	6 5 0	- -	41 5 0	15 8 0	
" - - "	22 0 0	1856						
Waltham-on-the-Wolds - - N.S. 6	150 0 0	1847	3 13 5½	71 9 2	- -	54 3 4	19 8 0	
Whatton, Long - N.S. 6	- -	- -	3 4 1½	- -	- -	14 3 4	14 3 0	
Whitwick - - N.S.	*45 0 0	1836						
Wigston, Great - N.S. 5	50 0 0	1843	1 0 7½	15 0 0	- -	8 3 4	22 1 0	
" - - "	35 0 0	1844						
" - - "	15 0 0	1856						
" - - "	11 0 0	1857						
Woodhouse - - N.S.	*46 0 0	1838						
Woodhouse Eaves, Evening School - -	- -	- -	2 18 4½					
Woodville - - N.S. 6	150 0 0	1849	- -	- -	- -	- -	14 3 0	
" - - "	25 4 0	1855						
Wymeswold - - N.S. 5	108 0 0	1847	- -	35 0 0	- -	- -	7 10 0	
" - - "	31 0 0	1854						
LINCOLNSHIRE.								
Alkborough - - N.S.	- -	- -	- -	- -	- -	- -	3 8 0	
Bardney, Kitching's Charity School - -	- -	- -	1 10 7½					
Bardney - - - Wes.	391 0 9	1857	5 0 0					
Barkstone - - N.S.	*50 0 0	1835						
Barton-on-Humber N.S.	350 0 0	1844						
Barton-on-Humber Wes. 7	396 15 0	1850	18 8 2	152 5 0	- -	708 15 10	46 2 0	
" " - "	220 0 0	1857						
Bassingham - - N.S. 2	244 0 0	1856	2 0 0	19 10 0	- -	16 5 0	11 16 0	
Bassingham - - Wes. 11	279 0 0	1856	5 11 0½	46 17 6	17 10 0	- -	30 16 0	
Belleau - - N.S. 1	115 10 0	1857	2 15 8½					
Beesby - - N.S.	15 0 0	1845						
Bennington, Long - N.S. 2	161 0 0	1848	2 1 7½	32 15 0	- -	125 6 8	18 3 0	
" " - "	52 0 0	1849						
" " - "	30 0 0	1854						
Bicker - - N.S.	72 0 0	1846	1 2 3					
Binbrooke - - N.S.	100 0 0	1843						
Blyton - - N.S.	75 0 0	1844						
Bolingbroke, New - N.S.	- -	- -	1 4 8½					
Bolingbroke, Old, Girls - - N.S.	40 0 0	1842	1 8 8½					
" " - "	25 0 0	1854						
Bolingbroke, Old, Boys - - N.S.	45 0 0	1842						
Boston - - - N.S. 2	497 5 0	1850	9 15 5½	72 10 0	- -	549 3 4	24 10 0	
Boston - - B.S. 7	28 19 5	1852	15 18 2	116 10 0	- -	1,200 5 0	25 10 0	
Boston, Industrial Wes. 7	419 0 0	1850	23 4 0½	123 15 0	- -	620 16 8	44 19 0	
" " - "	39 7 0	1857						
Boston, West Church N.S. 2	- -	- -	3 14 6½	94 5 0	- -	195 15 0	1 10 0	
Bottesford - - N.S.	100 0 0	1847	0 4 7½					
Brocklesby Park - N.S. 2	- -	- -	2 12 0½	100 7 6	- -	114 6 8	32 6 0	
Broughton (Brant) Wes. 11	- -	- -	4 2 4½	12 10 0	- -	89 0 0	47 2 0	
Burgh - - - Wes. 7	- -	- -	5 19 11½	7 10 0	- -	- -	5 1 0	
Burton Coggles - Par.	- -	- -	1 6 0½					
Butterwick, West Ch. of E. 2	- -	- -	- -	16 5 0	- -	- -	0 6 0	
Claypole - - - N.S. 2	- -	- -	1 14 8½	16 5 0	- -	- -	23 19 0	
Cleethorpe - - N.S.	349 1 5	1857						
Cockerington - - N.S.	42 0 0	1843						
Colsterworth - - N.S. 2	- -	- -	4 7 7½	- -	- -	299 16 8	5 8 0	
Coningsby - - N.S.	*60 0 0	1836						
Coningsby - - Wes.	- -	- -	1 13 4					
Covenham, Diocesan N.S.	- -	- -	1 8 2					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Covenham, St. Mary's N.S. 2	28 0 0	1857	- - -	16 2 6	- -	- - -	1 3 0	
Deeping, St. James' N.S.	- - -	-	2 8 8¾					
Donington-on-Baine N.S.	90 0 0	1850	3 7 2					
" " "	100 0 0	1853						
Dunston " - N.S.	45 6 8	1852	2 6 8					
Epworth - - N.S. 2	70 0 0	1846	1 0 0	- - -	- -	- - -	2 15 0	
Ferry, West - - Wes. 10	- - -	-	2 8 8¾	12 7 6	- -	- - -	7 10 3	
Foston - - - N.S.	84 0 0	1848.	1 7 6½					
Gainsborough - N.S. 2	100 0 0	1845	6 10 1½	100 6 8	- -	513 17 6	9 11 0	
" - - "	68 0 0	1856						
Gainsborough - - B.S.	- - -	-	6 10 10					
Gainsborough - Wes. 10	250 0 0	1847	9 0 3¼	178 6 8	- -	641 14 2	17 16 3	
Gayton-le-Marsh - N.S.	*31 0 0	1838				*		
Gedney, Drove End Ch. of E. 1	264 0 0	1857	2 17 0½					
Glandford Brigg - N.S. 2	425 0 0	1855	6 13 4	33 0 0	- -	79 5 0	41 4 0	
" " Night S. 2	- - -	-	- - -	- - -	- -	5 0 0		
Gosberton - - N.S.	199 4 4	1856	1 14 4					
Goxhill - - Wes. 6	360 0 0	1856	5 10 8	6 5 0	- -	16 5 0	9 8 0	
Grantham - - N.S. 2	150 0 0	1844	16 3 0½	83 15 0	- -	814 6 8		
" - - "	40 0 0	1854						
" - - "	36 0 0	1855						
" - - "	52 0 0	1857						
Grantham - - B.S. 10	*100 0 0	1835	2 12 7½	39 0 0	- -	62 10 0	24 6 6	
" - - "	11 0 0	1856						
" - - "	3 18 10	1856						
Grantham, St. Mary's R.C.	- - -	-	3 6 0¾					
Grantham, Sunday and Infant - Ch. S.	*105 0 0	1835						
Greatford - - N.S.	- - -	-	1 13 4½					
Grimsby - - Wes. 7	- - -	-	9 4 9½	22 10 0	- -	102 0 0	36 7 0	
Halton Holegate - N.S. 2	70 0 0	1848	- - -	31 5 0	- -	- - -	2 8 0	
Harmston - - N.S. 2	110 0 0	1852	6 10 4½	77 15 0	- -	125 6 8	38 5 0	6 7 6
" - - "	45 2 0	1855						
Hatcliffe - - Wes. 7	255 0 0	1856	2 0 0	7 10 0	- -	- - -	4 5 0	
Heckington - - N.S. 2	108 0 0	1846	1 5 7	- - -	- -	- - -	1 3 0	
Heighington, Girls - N.S. 1	- - -	-	- - -	10 16 8				
Helpringham - - N.S.	- - -	-	1 3 6					
Holbeach - - N.S.	75 0 0	1845	2 1 11					
Holbeach, St. John's N.S.	75 0 0	1853	1 11 8					
Horncastle - - N.S. 1	- - -	-	4 0 0	- - -	- -	44 0 0	41 14 0	
Huttoft - - N.S. 2	17 0 0	1841	3 3 11	- - -	- -	53 19 2		
" - - - "	22 0 0	1842						
" - - - "	5 0 0	1848						
Kirton-in-Lindsey - N.S. 2	*67 0 0	1838	2 1 3¼	- - -	- -	- - -	12 16 0	
Laceby - - N.S. 2	- - -	-	2 12 3¼	31 5 0	- -	- - -	11 11 0	
Laceby - - Wes. 7	- - -	-	3 6 8	7 10 0	- -	- - -	4 14 6	
Leake, New - Wes. 8	180 0 0	1852	7 11 0	51 7 6	- -	268 0 0	49 5 0	
Leake, New - - B.S.	360 0 0	1857	4 13 4					
Legsby - - - N.S.	40 0 0	1849	0 16 8					
Lincoln - - - B.S.	206 0 0	1841						
Lincoln - - - Wes. 10	- - -	-	17 7 0½	152 10 0	- -	869 5 0	57 12 6	
Lincoln, Eastgate (Miss Cookson's) - N.S. 2	- - -	-	4 19 8½	- - -	- - -	144 8 4	9 10 0	
Lincoln, North District - - - N.S. 2	397 10 0	1852	9 19 11½	43 6 8	- -	75 6 8	3 1 0	
Lincoln, St. Peter's, Central - - N.S. 2	- - -	-	5 10 0½	73 13 4	62 1 8	48 6 8	11 6 0	
Lissington - - N.S.	160 0 0	1855						
Louth - - - N.S.	*75 0 0	1836						
" - - - "	130 0 0	1836						
Louth - - - B.S. 8	450 0 0	1841	31 7 10½	241 6 8	47 18 4	1,404 12 6	18 3 0	
" - - - "	168 0 0	1856						
Manton - - - N.S.	155 0 0	1857						
Marsh Chapel - - N.S. 1	*60 0 0	1838	- - -	7 15 0				
Marton - - - N.S.	82 0 0	1841						
Messingham - - N.S. 2	110 7 10	1854	0 18 3	61 5 0	- -	111 5 0	12 11 0	
Metheringham - Wes. 10	- - -	-	4 15 0½	25 0 0	- -	82 3 4	34 16 8	

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	Amount.		Date of Payment.																		
LINCOLNSHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Newton-on-Trent - Par. 1	-	-	-	1	12	11	15	0	0												
Newton (Wold) - N.S.	40	0	0	1847																	
Northorpe - - N.S.	48	0	0	1848																	
Orby - - - N.S.	*28	0	0	1837																	
Owmby - - - N.S.	*36	0	0	1836																	
Owston - - - N.S. 2	81	0	0	1842	-	-	-	-	-	-	-	-	-	-	1	14	0				
Partney - - - N.S. 2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	0	0				
Pinchbeck, East - N.S. 2	140	0	0	1844	15	1	11½	50	0	0	-	-	99	13	4	21	19	0			
Pinchbeck, West - N.S. 1	-	-	-	-	-	-	49	10	0	-	-	227	10	0	16	11	0				
Potterhanworth - N.S.	196	0	0	1856																	
Rasen (Market) - N.S. 2	79	6	8	1857	2	18	7½	-	-	-	-	-	-	-	6	18	9				
Rowston - - N.S. 3	78	10	0	1853	1	0	4½	-	-	-	-	-	-	-	2	9	0				
Saleby - - - N.S.	50	0	0	1846																	
Saltfleetby - - N.S. 3	64	0	0	1850	2	3	4	-	-	-	-	-	-	-	4	14	0				
Saxilby - - - N.S. 2	120	0	0	1846	9	2	9½	50	0	0	-	-	312	5	0	7	4	0			
" - - - "	5	4	0	1848																	
" - - - "	18	10	9	1849																	
Scarle, North - N.S.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	14	0				
Scotton and Scotton, N.S. 2	*100	0	0	1837	5	1	2	46	15	0	-	-	85	16	8	17	9	0			
" " "	100	0	0	1847																	
" " "	26	0	0	1855																	
Skellingthorpe - N.S. 2	224	8	0	1857	2	1	8½	3	15	0	-	-	1	5	0						
Skendleby - - N.S.	60	0	0	1845	1	6	7														
Skirbeck - - - N.S. 2	190	0	0	1840	4	0	9	62	18	4	-	-	151	0	0	49	5	0			
Sleaford, New (Alvey's Charity) - - N.S. 3	154	10	0	1852	2	13	4	55	0	0	-	-	1	5	0	9	11	0			
Sleaford, Infants - N.S.	432	0	0	1857																	
Sleaford - - - Wes. 11	-	-	-	-	4	10	9	69	0	0	-	-	90	10	0	37	13	0			
Southrow - Ch. of E.	234	0	0	1857																	
Spalding - - - N.S. 2	350	0	0	1846	3	0	9	166	7	6	-	-	156	3	4	11	12	0			
" - - - "	33	6	8	1856																	
Spalding - - - B.S. 7	*180	0	0	1839	7	15	1¾	85	5	0	30	0	0	325	10	0	12	0	9		
Spittlegate - - N.S. 1	50	0	0	1844	6	9	2½	10	0	0	-	-	30	8	4	13	0	0			
Spittlegate - - Wes. 8	-	-	-	-	3	6	8	37	5	0	-	-	55	8	4	33	1	0			
Stamford and St. Martin's - - N.S. 2	-	-	-	-	3	9	8½	11	11	8	-	-	52	10	0	3	5	0			
Sutton, Long - - B.S.	*168	0	0	1836																	
Sutton, St. Nicholas' N.S.	84	0	0	1849	2	0	8														
Tetford - - - Wes. 11	-	-	-	-	1	5	10	26	5	0	-	-	15	0	0	12	7	0			
Tetney - - - Wes. 7	318	0	0	1857	4	3	4	6	5	0	-	-	-	-	-	1	17	0			
Thoresby, North - Wes. 8	341	0	0	1856	2	0	0	28	15	0	-	-	32	10	0	23	15	0			
Timberland - - N.S.	66	5	0	1850																	
Toynton, All Saints' N.S.	100	0	0	1846	0	10	0														
Uffington (Earl Lindsey's) - - N.S. 2	-	-	-	-	2	2	0	15	0	0											
Ulceby - - - N.S. 1	187	2	0	1848	1	13	4½	-	-	-	-	-	-	-	-	3	5	0			
Waddington - Ch. S. 2	176	0	0	1855	1	7	2	55	10	0	-	-	51	0	0	24	18	0			
Wainfleet, All Saints N.S.	351	0	0	1857																	
Wainfleet, St. Mary's N.S. 2	-	-	-	-	-	-	-	56	5	0	-	-	11	5	0						
Wainfleet - - Wes. 8	-	-	-	-	6	12	8½	84	10	0	-	-	221	16	8	47	1	0			
Wellingore - - N.S.	45	0	0	1848																	
Welton - - - Par. 2	-	-	-	-	4	3	7½	72	10	0	-	-	-	-	-	10	2	0			
Welton-le-Wold - N.S. 2	*25	0	0	1840	2	14	0½	-	-	-	-	-	76	13	4	18	3	0			
Weston, St. Mary's - N.S. 2	-	-	-	-	1	11	3½	16	5	0	-	-	114	3	4	23	6	0			
Whaplode Drove - N.S.	50	0	0	1845																	
Willoughton - - N.S.	56	0	0	1846																	
Winterton - - - N.S. 2	*90	0	0	1840	5	14	0½	30	10	0	-	-	135	7	6	34	7	0			
" - - - "	*68	4	8	1857																	
" Indust. Dep.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	0	0
Winterton - - Wes. 7	105	0	0	1851	10	4	9	126	15	9	-	-	298	0	0	37	15	0			
Wintringham - - N.S. 1	80	0	0	1846	2	2	7½	21	5	0	-	-	54	0	0	46	7	0			
" - - - "	50	0	0	1855																	
Withern - - - N.S. 2	81	15	0	1850	2	16	4	-	-	-	-	-	-	-	-	1	10	0			
Wrawby - - - N.S. 1	60	0	0	1842	1	18	10½	37	10	0	-	-	92	18	4	19	10	0			
" - - - "	60	0	0	1846																	
" - - - "	4	17	6	1848																	
" - - - "	38	0	0	1856																	

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	Amount.	Date of Payment.						
MIDDLESEX.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Acton - - - N.S. 9	153 0 0	1853	3 17 6½	71 13 4	- -	15 0 0	20 12 0	
Acton - - - Wes. 6	- -	- -	- -	43 3 4	- -	- -	5 2 0	
Albany Street, St. Anne's - - - R.C. 1	- -	- -	2 13 4½	5 0 0	- -	68 3 4		
Ashford - - - N.S. 5	- -	- -	1 8 8½	20 0 0	- -	5 0 0	10 11 0	
Audley Street, North, St. Mark's - - N.S. 10	- -	- -	- -	220 13 4	- -	720 5 0	36 7 0	
Audley Street, South, Grosvenor Chapel S. - 10	- -	- -	- -	41 10 0	- -	122 5 0	13 3 0	
Baldwin's Place, St. John's - - - N.S. 4	- -	- -	10 0 9	156 15 0	- -	514 0 0		
Baldwin's Gardens - N.S. 4	28 0 0	1848	19 9 1½	318 1 8	- -	1,325 18 9	21 5 0	
" " - "	10 0 0	1849						
Barbican, St. Giles' (Jacob's Well Court) B.S.	*150 0 0	1835						
Barnabas', St. - - N.S.	*250 0 0	1837						
Bayswater - - N.S. 12	- -	- -	- -	81 2 6	- -	672 15 0	17 17 0	
Bedfont - - - N.S.	108 0 0	1848						
Bethnal Green (Abbey Street) - B.S. 6	*750 0 0	1839	25 12 6	151 0 0	83 6 8	1,917 4 2	50 10 0	
" " - "	497 0 0	1843						
" " - "	200 0 0	1851						
" " - "	271 0 0	1857						
Bethnal Green, St. Andrew's - - N.S.	395 0 0	1846						
Bethnal Green, St. Bartholomew's, (Upper) - - N.S. 3	400 0 0	1845	11 4 1½	84 3 4	- -	953 10 0		
" " - "	150 0 0	1856						
Bethnal Green, St. Bartholomew's Elementary S.	486 0 0	1856						
Bethnal Green (Castle Street), Gascoigne Place - - - B.S. 6	470 0 0	1841	10 9 11½	94 4 2	- -	740 8 4	22 8 0	
" " - "	100 0 0	1842						
" " - "	80 10 0	1850						
" " - "	50 0 0	1854						
Bethnal Green, St. James' the Great - N.S. 4	404 0 0	1848	5 5 8½	105 0 0	- -	656 8 4		
" " - "	9 18 0	1848						
" " - "	20 0 0	1854						
Bethnal Green, St. John's - - - N.S. 5	600 0 0	1843	3 14 0½					
Bethnal Green, St. Jude's - - - N.S. 3	500 0 0	1848	1 10 5½	99 11 8	- -	205 5 0	9 6 0	
Bethnal Green, St. Matthew's - - N.S. 4	20 0 0	1845	5 16 2½	69 0 0	- -	510 12 6		
" " - "	50 0 0	1849						
Bethnal Green, St. Matthias' - - N.S. 6	494 0 0	1852	1 0 1	36 5 0	- -	27 1 8	6 0 0	
" " "	4 10 0	1857						
Bethnal Green, St. Peter's - - - N.S. 4	9 19 0	1848	2 17 6¾	155 0 0	- -	614 5 10		
" " - "	561 13 4	1852						
Bethnal Green, St. Philip's - - N.S. 3	636 0 0	1854	6 9 2½					
Bethnal Green, St. Simon Zelotes', Bullard Street - N.S. 3	400 0 0	1845	2 13 4	6 5 0	- -	9 13 4	9 0 0	
" " - "	7 17 4	1853						
Bethnal Green, St. Simon Zelotes', Morpeth Street - N.S.	400 0 0	1855						
Bethnal Green, St. Thomas' - - N.S. 3	583 0 0	1851	5 10 0½	67 1 8	- -	48 3 4	9 6 0	
Blackfriars, St. Andrew's Hill, Infts. N.S.	142 0 0	1847						
Blandford Square - R.C. 2	- -	- -	13 5 0	- -	- -	557 18 4	31 13 0	
" Indust. Dep.	- -	- -	- -	- -	- -	- -	- -	273 10 0

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bloomsbury - - N.S. 11	- - -	- -	17 11 3	277 13 4	- -	884 10 0	17 15 0	
Bloomsbury, Broad Street (Refuge for Girls) - 10	- - -	- -	- - -	- - -	- - -	- - -	- - -	301 4 6R
Bloomsbury, St. George the Martyr - - N.S. 11	- - -	- -	14 7 3	185 2 6	80 0 0	469 0 0	29 5 0	
Brentford, New - N.S.	*90 0 0	1840						
Brentford, Old - N.S.	*85 0 0	1839						
Brentford - - B.S. 4	*250 0 0	1834	16 5 7	251 10 0	16 13 4	1,275 16 8		
Bromley, St. Leonard's - - - N.S. 11	17 10 0	1849	4 7 6½	45 0 0	- -	415 6 8	21 19 0	
" - - "	340 0 0	1852						
Bromley and Bow - B.S.	*125 0 0	1839						
Brompton - - - N.S. 10	400 0 0	1842	- -	63 7 6	33 6 8	476 15 0	12 0 0	
" - - "	42 0 0	1848						
Brompton, Marlboro' Square - - - R.C. 3	- - -	- -	3 6 8½	- -	- -	4 16 8		
Brompton, St. Martha's Reformatory - R.C. 7	- - -	- -	- - -	- - -	- - -	- - -	- - -	123 7 10R
Brompton, West, St. Mary's - - - N.S. 1	- - -	- -	- - -	15 0 0	- -	- - -	9 11 0	
Buckingham Palace, Royal Mews School - 4	- - -	- -	- - -	32 6 8	- -	5 12 6		
Bunhill Row - - R.C. 2	- - -	- -	11 2 0	- -	- -	318 16 8		
Camden Town, Family Home - - - - 1	- - -	- -	0 12 6	- -	- -	- - -	- - -	81 4 0R
Camden Town - N.S. 3	*100 0 0	1839	18 17 4½	256 10 0	- -	1,539 13 4	36 0 0	
" " - "	500 0 0	1849						
" " - "	25 9 4	1850						
Charterhouse, St. Thomas's, Golden Lane, Free - Ch. of E. 9	5,909 0 0	1857						
Charterhouse, St. Thomas', Upper and Lower, Goswell Street - - - N.S. 9	330 0 0	1847	138 2 5½	427 15 0	346 6 8	2,862 15 0	95 11 0	
" " "	100 0 0	1847						
" " "	27 1 6	1848						
" " "	11 1 4	1849						
" " "	100 0 0	1852						
" " "	1,954 13 4	1853						
" " "	939 0 0	1856						
" Night Sch.	- - -	- -	- - -	- - -	- - -	90 0 0		
Chelsea, Chenè Walk, R.C. 3	- - -	- -	3 0 3	- -	- -	7 0 0		
" Indust. Dep.	- - -	- -	- - -	- - -	- - -	- - -	- - -	20 0 0
Chelsea, Ch. Ch. - N.S. 1	318 0 0	1843	7 3 7	75 0 0	- -	445 15 0		
" " - "	12 0 0	1847						
" " - "	112 10 0	1852						
" " - "	20 0 0	1856						
Chelsea, School of Discipline - - - 1	- - -	- -	- - -	- - -	- - -	- - -	- - -	191 15 0R
Chelsea, St. Joseph's R.C. 2	- - -	- -	- - -	- - -	- - -	523 18 4	14 0 0	
Chelsea, St. Jude's N.S. 11	266 0 0	1846	7 15 9½	109 5 0	- -	99 0 0	4 6 0	
" " - "	10 0 0	1847						
" " - "	4 13 4	1855						
" " - "	27 0 0	1856						
Chelsea, St. Luke's, Park Chapel - N.S. 2	14 6 8	1852	5 5 3½	157 1 8	- -	285 0 0	10 4 0	
Chelsea, St. Luke's Par. 2	- - -	- -	7 12 0½	137 10 0	64 11 8	433 3 4	7 10 0	
Chelsea, St. Mark's, Practising School - 1	- - -	- -	- - -	133 18 4	- -	823 11 8		
Chelsea (Upper), St. Saviour's - - N.S. 2	50 0 0	1847	13 12 2½	65 6 8	- -	303 5 0	23 10 0	
Chelsea (Upper), Trinity - - N.S. 1	*63 0 0	1837	21 6 6	137 13 4	90 0 0	1,370 1 8	29 6 0	
" " - "	106 0 0	1847						
" " - "	25 0 0	1848						
" " - "	15 10 0	1848						
" " - "	15 0 0	1851						
" " - "	12 0 0	1854						
" " - "	3 16 0	1855						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chiswick, Girls - N.S. 12	- - -	-	- - -	6 13 4	- - -	- - -	7 0 0	
City Road, St. Matthew's - - N.S. 12	250 0 0	1853	9 16 1½	110 13 4	- - -	212 5 0	17 5 0	
Clerkenwell - - R.C.	- - -	-	8 17 4					
Clerkenwell, St. Mark's N.S. 3	- - -	-	- - -	- - -	- - -	2 10 0	16 11 0	
Clerkenwell, Lamb and Flag Ragged Sch.	18 8 2	1848						
Commercial Road, St. Patrick's and St. Augustine's - R.C. 3	- - -	-	13 6 8	- - -	- - -	182 6 8		
Crown Court, Ch. of Scot.	375 0 0	1849						
Dalston Refuge for the Destitute - - 1	- - -	-	- - -	- - -	- - -	- - -	- -	728 10 6R
Dunstan's, St., in the West - - N.S. 2	- - -	-	6 16 9½	142 10 0	- - -	222 15 0		
Dufour's Place, St. Edward's - - R.C. 2	- - -	-	7 5 3½	61 13 4	- - -	203 0 0	3 8 0	
Edmonton (Upper) Ch.S.	118 0 0	1852						
Enfield - - - N.S. 6	- - -	-	- - -	51 8 4	- - -	122 10 0	16 12 0	
Enfield - - - B.S.	*200 0 0	1840						
Enfield Lock Factory (Government School) - 6	- - -	-	- - -	17 10 0	- - -	20 16 8	11 5 0	
Enfield Highway, St. James' Chapel - N.S. 6	*203 0 0	1834	- - -	43 15 0	15 0 0	45 0 0	33 13 0	
Enfield Highway, St. James', Infant - N.S. 6	- - -	-	- - -	- - -	- - -	- - -	11 2 0	
Enfield, Jesus Chapel N.S.	75 0 0	1850						
Feltham - - - N.S.	30 0 0	1857						
Finchley - - B.S.	60 0 0	1842						
Finchley, Holy Trinity, National and Industrial School - - 6	300 0 0	1848	5 0 10	35 0 0	- - -	318 10 0	26 9 0	
" " - "	200 0 0	1849	*a*20 6 8					
" " - "	100 0 0	1851						
" " - "	10 0 0	1852						
" " Indust. Dep. 6	- - -	-	- - -	- - -	- - -	- - -	- - -	70 12 0
Finchley, St. Mary's N.S. 6	1,058 15 6	1855	2 6 8½	35 10 0	- - -	- - -	8 14 0	
Finsbury, St. James' (Curtain Road) - N.S. 2	600 0 0	1854	7 5 2½	32 16 8	- - -	329 15 0		
Finsbury, St. Paul's N.S.	365 0 0	1845						
Finsbury (Wilson Street) - - Wes. 3	20 0 0	1857	3 6 7½	15 0 0	- - -	- - -	7 13 0	
Fisher Street (Red Lion Square) - B.S.	*334 0 0	1834						
Fitzroy Square - B.S.	- - -	-	- - -	530 0 0				
Fulham, All Saints' N.S. 5	- - -	-	3 7 6	208 13 4	- - -	587 9 2		
Fulham, St. Mary's, North End - N.S.	142 0 0	1848						
Fulham, St. Thomas' R.C. 2	- - -	-	2 2 8	103 10 10	- - -	335 1 8		
Friern-Barnet - N.S. 7	373 10 0	1854	2 9 5	25 0 0	- - -	15 0 0	11 15 0	
Gate Street, Lincoln's Inn Fields R.C. 2	100 0 0	1851	7 10 0	5 16 8	- - -	532 5 0	8 10 0	
George's, St., in the East, Ch. Ch. Wallburgh Street, (Lower) - Ch.S. 11	175 0 0	1844	8 2 11¼	81 6 8	- - -	643 8 4	21 19 0	
George's, St., in the East, Middlesex Society's School - - 3	- - -	-	4 5 0½	- - -	- - -	5 0 0	10 12 0	
George's, St., in the East, St. Mary's (Johnson Street), Upper - - N.S. 11	1,078 0 0	1849	18 19 4½	202 12 6	- - -	1,292 11 8		
George's, St., in the East, St. Matthew's N.S. 11	- - -	-	- - -	58 16 8	- - -	30 10 0	10 4 0	
George's, St., in the East (Pell Street) R.C. 2	- - -	-	13 6 8	- - -	- - -	88 11 8	37 5 0	

a Scientific apparatus. *b* Grant in lieu of retiring pension.

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	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Giles', St., in the Fields - - - N.S. 10	- - -	- -	8 4 9½	105 15 0	- - -	49 10 0	12 6 0	
Giles', St., in the Fields, Trinity - N.S. 10	- - -	- -	- - -	43 15 0	- - -	60 0 0	3 12 0	
Giles', St., in the Fields, Refuge, Boys - - - R.C. 10	- - -	- -	- - -	- - -	- - -	- - -	* -	520 0 0R
Giles', St., and Bloomsbury - - - Par. 10	- - -	- -	- - -	11 5 0				
Gordon Square, All Saints' - - N.S. 11	20 4 0	1848	14 11 0	37 13 4	- - -	811 10 0	5 1 0	
" " - "	15 5 4	1848						
Hackney, West - N.S. 3	*200 0 0	1838	10 4 10	138 11 8	- - -	174 16 8		
Hackney Road, Adelphi Chapel, Gloucester Street - - B.S. 3	- - -	- -	- - -	10 0 0	- - -	57 0 0	22 15 0	
Hackney Road (Ann's Place) - B.S.	200 0 0	1841						
" " - "	40 0 0	1845						
Hackney Road (Weymouth Terrace) - B.S. 6	600 0 0	1841	18 8 0½	165 0 0	- - -	1,503 13 4	32 10 0	
" " - "	9 7 2	1850						
" " - "	85 0 0	1850						
" " - "	45 0 0	1855						
Hackney, South (Charity) - - N.S. 10	- - -	- -	4 7 5	72 19 2	- - -	84 0 0	6 13 0	
Haggerstone, St. Mary's - - N.S. 4	*240 0 0	1839	7 3 6½	145 15 0	20 0 0	1,137 2 6		
" " - "	114 0 0	1843						
" " - "	7 9 6	1848						
" " - "	20 0 0	1849						
" " - "	25 0 6	1853						
Haggerstone (Hertford Place) - - B.S.	*50 0 0	1838						
Hammersmith - N.S.	*120 0 0	1837						
" - "	23 6 8	1855						
Hammersmith - B.S.	*150 0 0	1838						
Hammersmith, Asylum of the Good Shepherd Reformatory - - - R.C. 7	- - -	- -	- - -	- - -	- - -	- - -	- -	247 11 9R
Hammersmith, Brook Green, Blyth House Reformatory - - 2	- - -	- -	- - -	- - -	- - -	- - -	- -	134 13 5R
Hammersmith, St. Mary's, Practising School - - - R.C. 2	276 0 0	1852	5 10 0½	63 15 0	- - -	224 0 0	6 0 0	
Hammersmith, St. Paul's - - - N.S. 9	- - -	- -	- - -	10 10 0				
Hammersmith, St. Peter's - - - N.S. 9	- - -	- -	- - -	91 11 8	- - -	149 3 4		
Hammersmith, St. Peter's and St. Paul's, Ragged School - -	200 0 0	1853						
Hampstead, Ch. Ch. N.S. 5	631 16 0	1856	6 13 4	60 0 0	- - -	54 6 8	26 0 0	
Hampstead Family Home - - - " - 2	- - -	- -	0 18 4½	- - -	- - -	- - -	- -	110 0 9R
Hampstead, St. John's Par. 3	1,386 0 0	1857	3 1 7½	263 18 4	- - -	622 11 8	24 17 0	
Hampstead, St. John's Chapel (Downshire Hill) - - - N.S. 4	- - -	- -	10 18 5	135 16 8	- - -	259 15 0		
Hampstead (West End) N.S.	110 0 0	1846						
Hampton Wick - N.S. 3	30 0 0	1845	2 0 0	75 15 0	- - -	29 3 4		
Hanwell - - - N.S. 6	829 16 6	1855	6 8 2½	75 1 8	- - -	380 19 2	66 1 0	
" Indust. Dep. -	- - -	- -	- - -	- - -	- - -	- - -	- -	16 16 6
Hanworth - - N.S.	90 0 0	1848						
Harlington and Cranford - - - N.S.	166 0 0	1848						

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	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harmondsworth - N.S.	75 0 0	1847						
Harp Alley (Farringdon Street) - B.S. 6	- -	- -	5 17 1½	61 11 8	- -	332 11 8	5 17 0	
Harrow-on-the-Hill - - - N.S. 5	*50 0 0	1838	12 7 10¾	204 13 4	70 8 4	409 9 2	67 5 0	
" " - "	240 0 0	1853	a13 0 0					
" " - "	264 0 0	1855						
Hart Street, Covent Garden - - B.S. 5	*400 0 0	1839	- -	13 6 8	- -	34 0 0	13 8 0	
" "	- -	- -	- -	b52 1 8				
Hatton Garden, St. Andrew's - - Par. 11	- -	- -	6 4 10	132 0 0	- -	689 15 0		
Hayes - - - N.S.	*60 0 0	1837						
Hendon, All Saints, Ch. of E.	276 0 0	1857						
Highbury, Metropolitan Practising Sch. - - 1	250 0 0	1850	40 10 9½	65 0 0				
" " - "	200 0 0	1853						
Highbury Vale - N.S.	*80 0 0	1836						
Highgate - - B.S. 6	- -	- -	2 4	70 10 0	- -	67 18 4	27 18 0	
Highgate, St. Michael's N.S. 4	1,800 0 0	1852	16 4 10¾	287 13 4	- -	1,046 10 0	131 17 0	
" " - "	325 0 0	1855						
" " Night S.	- -	- -	- -	- -	- -	5 0 0	- -	
" " Indust. Dep.	- -	- -	- -	- -	- -	- -	- -	59 7 6
Hillingdon, Girls - N.S. 5	- -	- -	- -	13 6 8	- -	29 0 0	8 17 0	
Hillingdon and Cowley, Boys - - - N.S. 5	22 10 0	1857	- -	72 16 8	- -	18 15 0	31 10 0	
" "	8 16 0	1857						
Holborn, Dunn's Passage - - - R.C. 2	- -	- -	- -	28 15 0				
" " Indust. Dep.	- -	- -	- -	- -	- -	- -	- -	54 19 8
Holborn, Trinity - N.S. 4	- -	- -	3 11 11½	73 5 0	- -	72 10 0	9 5 0	
Homerton - - Parl. 2	- -	- -	- -	11 5 0	- -	1 5 0	6 12 0	
Homerton, Rams, Episcopal	- -	- -	- -	10 0 0				
Home and Colonial Model School, Gray's Inn Road - - - - 8	- -	- -	9 13 0½	400 13 4	403 15 0	1,863 3 4	61 15 0	
Home in the East, Reformatory - - - 3	- -	- -	- -	- -	- -	- -	- -	244 1 9R
Hornsey - - - N.S. 4	63 0 0	1848	2 13 4	207 7 6	- -	711 15 0	24 4 0	
" - - - "	20 0 0	1848						
" - - - "	50 0 0	1849						
Hoxton, St. John's N.S. 4	550 0 0	1843	24 15 0	174 17 6	40 0 0	1,610 15 0		
" " - "	12 18 4	1848						
" " - "	303 0 0	1848						
" " - "	20 0 0	1849						
" " - "	13 6 8	1851						
Isleworth Charity Ch. S. 6	- -	- -	9 15 0	79 0 0	56 5 0	6 5 0	26 10 0	
Isleworth, St. Mary's R.C. 2	- -	- -	4 3 4	52 1 8	- -	- -	6 12 0	
Islington, All Saints' N.S. 11	436 15 0	1853	6 6 11½	127 3 4	21 13 4	319 10 0	66 10 0	
Islington, All Saints' District, Sunday, and Infant S. - - -	79 0 0	1843						
Islington Reformatory - 6	- -	- -	- -	- -	- -	- -	- -	103 17 0R
Islington, St. James' (Holloway) - - N.S. 8	*100 0 0	1838	26 4 10½	123 16 8	- -	360 11 8	23 7 0	
" " - "	1,000 0 0	1855						
Islington, Chapel of Ease - - - Par. 3	- -	- -	- -	- -	- -	- -	17 10 0	
Islington (Upper Holloway) St. John's N.S. 11	- -	- -	10 4 4½	122 0 0	- -	361 3 4	16 2 0	
Islington, St. Jude's Ch. of E. 3	1,100 0 0	1857	7 10 0	- -	- -	7 6 8		
Islington, St. Mary's N.S. 4	300 0 0	1843	16 9 6½	142 5 10	- -	632 18 4		
" " - "	100 0 0	1850						
" " - "	23 6 8	1852						
" " - "	43 16 8	1857						

a Scientific apparatus. *b* Retiring pension.

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Islington, St. Michael's N.S. 10	- - -	- -	- -	177 5 0	52 18 4	461 10 0	38 3 0	
Islington, St. Paul's N.S. 4	*216 0 0	1834	- -	20 0 0				
" " "	*71 0 0	1838						
Islington (South) and Pentonville - B.S. 6	500 0 0	1841	9 10 0½	190 1 8	30 0 0	1,617 6 8	24 1 0	
" " "	34 0 0	1847						
Islington, St. Peter's N.S. 9	100 0 0	1841	14 15 6	101 13 4	- -	531 13 4	30 16 0	
" " "	324 0 0	1852						
" " "	32 0 0	1852						
Islington, St. Stephen's N.S. 1	147 0 0	1843	- -	- -	- -	495 3 4	18 13 0	
" " "	4 7 0	1847						
Islington, St. Thomas' N.S. 10	- -	- -	- -	11 5 0	- -	- -	2 12 0	
Islington, Union Chapel, Church Street - B.S. 5	*200 0 0	1839	4 3 4	43 1 8	- -	134 15 0	14 2 0	
John Street, Bedford Row - - B.S.	*500 0 0	1836						
John's, St., Wood, Family Home - - -	- -	- -	0 13 4					
John's, St., Wood - R.C. 2	- -	- -	14 5 8½	197 11 8	- -	572 0 0	19 10 0	
John's, St., Wood, St. John's - - - N.S. 4	28 15 8	1848	15 2 7	346 5 0	- -	1,932 9 2	29 0 0	
" " "	16 13 4	1848						
Kensall Green, St. John's - - - N.S. 12	344 0 0	1850	11 16 8½	40 15 0	- -	537 11 8	9 19 0	
" " "	96 15 0	1852						
Kensington (Horton Street) - - B.S.	*200 0 0	1836						
Kensington and Notting Hill - - N.S. 9	22 2 6	1857	- -	7 10 0	- -	26 0 0	7 4 0	
Kensington, St. Barnabas' (Earl St.) - Par. 10	160 0 0	1848	2 5 4	152 15 0	- -	263 10 0	10 9 0	
Kensington, Ch.Ch. (Gore Lane) - N.S. 11	120 0 0	1849	1 15 7½	26 15 0	- -	30 0 0		
Kensington District School, Jennings' Buildings - -	241 0 0	1857						
Kensington, Free School 2	- -	- -	- -	78 15 0	- -	262 13 4	3 1 0	
Kensington Gore (Park Lane) - B.S.	*30 0 0	1838						
Kensington Gravel Pits N.S.	130 0 0	1846						
" " "	7 16 9	1847						
Kensington, Potteries N.S.	150 0 0	1843						
Kensington, Vicar Place R.C. 2	- -	- -	3 12 3½	19 5 0	- -	182 0 0	5 0 0	
Kentish Town - N.S. 4	826 0 0	1849	10 5 0½	150 15 0	- -	353 10 0	16 3 0	
" " "	20 0 0	1849						
Kenton - - - N.S.	33 0 0	1852	0 14 8¼					
Laleham - - Ch. of E. 6	- -	- -	- -	- -	- -	- -	4 4 0	
Latimer Chapel (Bridge Street, Mile End Road) - B.S. 2	120 0 0	1840	- -	- -	- -	3 10 0		
Limehouse, St. Anne's N.S. 12	78 10 0	1857	10 1 4½	70 6 8	- -	548 15 0	10 10 0	
Limehouse, St. Anne's, Sunday and Infts. N.S.	464 0 0	1844						
" " "	35 0 0	1849						
Limehouse, St. John's N.S. 2	704 0 0	1854	16 5 7	89 5 0	55 0 0	278 10 0	17 5 0	
" " "	8 8 6	1855						
Limehouse - - Wes. 6	312 0 0	1848	15 5 1½	171 0 0	- -	877 14 2	22 2 0	
" - - - "	15 0 0	1855						
" - - - "	9 6 8	1857						
Lisson Grove - - B.S. 6	- -	- -	- -	- -	- -	37 6 8		
Lisson Grove, St. Paul's (The Bentinck Schools) 3	- -	- -	8 6 8½	36 10 0	- -	55 13 4	23 16 0	
Lisson Street (New Road) Destitute Girls Industrial Refuge - - - 1	- -	- -	- -	- -	- -	- -	- -	167 2 0R

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	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
London, Aldersgate Ward (Packlington) - - - - C	- -	- -	- -	53 5 0	25 0 0	33 6 8	2 11 0	
London Diocesan Board of Education -	- -	- -	38 19 0½					
London, Langbourne Ward - - - N.S.	- -	- -	2 0 0					
London, East (Johnson Street) - - R.C. 1	- -	- -	- -	- -	- -	626 5 0	12 10 0	
London, East (14, Red Lion Street, Wapping) - R.C. 2	- -	- -	17 16 9	29 5 0	- -	73 13 4	23 10 0	
London, East (Shoe Black Society) Refuge and Reformatory - - 6	- -	- -	- -	- -	- -	- -	- -	169 0 0R
London, Unitarian Domestic Mission School (Chapel Street, Cripplegate) - - 6	- -	- -	7 14 7	119 0 10	- -	315 13 4	6 18 0	
London, Fox and Knot Court - - B.S. 3	- -	- -	- -	28 3 4	- -	- -	9 6 0	
London, Moor Lane, St. Bartholomew's Ch. of E. 9	- -	- -	- -	3 6 8				
London, North-west Reformatory - - - 5	- -	- -	- -	- -	- -	- -	- -	1,313 13 4R
London, First School N.S. 3	- -	- -	- -	4 3 4	- -	2 10 0		
London, Second School (Shoe Lane) „ 3	- -	- -	9 0 0	40 3 4	- -	41 16 8	17 8 0	
London, Tower Ward Charity - - - - 9	- -	- -	- -	4 2 6				
London (City of) Fourth School - N.S. 3	- -	- -	6 1 7¼	27 0 0	- -	44 0 0	16 16 0	
Maida Hill Industrial Refuge - - - - 3	- -	- -	- -	- -	- -	- -	- -	122 16 7R
Martin's, St., in the Fields (Adelaide Place) - - - N.S. 4	60 0 0	1855	- -	119 15 0	- -	1,044 16 8		
Martin's, St., in the Fields, Northern N.S. 4	629 0 0	1855	7 1 4½	123 2 6	- -	389 16 8	8 14 0	
„ „ „ - „	234 1 6	1855						
Mary-le-bone Central - - - - N.S. 5	- -	- -	- -	38 13 4	3 2 6	14 13 4	4 5 0	
Mary-le-bone, Christ's Chapel - - N.S. 9	*165 0 0	1837	10 6 0	- -	- -	573 0 0	29 15 0	
„ „ „ - „	25 0 0	1848						
„ „ „ - „	42 0 0	1857						
Mary-le-bone, Ch.Ch. N.S. 10	- -	- -	12 7 10½	143 3 4	66 13 4	461 13 4	41 5 0	
Mary-le-bone, Eastern, Boys - - - N.S. 9	- -	- -	11 2 7	51 13 4	- -	1,246 1 8	45 15 0	
„ „ Girls „				124 16 8	- -	488 0 0	7 10 0	
Mary-le-bone, Grotto Passage Ragged School 2	- -	- -	- -	- -	- -	- -	- -	221 14 11R
Mary-le-bone, Hill Street, Dorset Square, Reformatory S. - - 2	- -	- -	- -	- -	- -	- -	- -	259 6 9R
Mary-le-bone, Nutford Place Diocesan - - 4	- -	- -	10 18 6½	157 5 0	- -	474 5 0	25 0 0	
Mary-le-bone, Presbyterian School - - 2	- -	- -	1 9 11½	- -	- -	133 0 0		
Mary-le-bone, St. James' R.C. 1	- -	- -	8 14 3½	25 16 8	- -	515 15 0	7 7 0	
Mary-le-bone, St. Mary's, Western - - N.S. 3	- -	- -	10 0 0	63 6 8	- -	1,179 11 8		
Mary-le-bone, Trinity N.S. 10	- -	- -	35 11 8½	111 0 0	- -	523 11 8	61 15 0	
Metropolitan Church Schoolmasters' Association, - - - -	- -	- -	a21 13 5,					

a Scientific apparatus.

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	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Metropolitan, West, (Red Lion Square) Jews - 1	- - -	- -	- - -	25 0 0				
Mile End, New Town, Church Street - B.S. 5	- - -	- -	4 19 9	17 10 0	- - -	10 16 8	12 10 0	
Millwall - - - B.S.	252 0 0	18 8						
Mimms, South - N.S.	*75 0 0	1837						
Moor Street, Edgeware Road - - - R.C. 1	- - -	- -	3 6 8½	- - -	- - -	29 0 0		
Muswell Hill, St. James' N.S.	112 10 0	1850						
New North Road, Mintern Street - - Wes. 2	1,360 0 0	1856	16 13 4	- - -	- - -	8 6 8		
Northwood - Ch. of E. 3	- - -	- -	- - -	11 13 4	- - -	- - -	20 16 0	
Notting Hill, St. John's Ch. of E. 9	- - -	- -	3 4 2½	18 3 4	- - -	15 0 0	5 10 0	
Old St. Road, St. Mark's N.S.	410 0 0	1857	9 7 5½					
Paddington, All Saints' N.S. 12	180 0 0	1852	7 6 2	138 18 4	- - -	397 10 0		
Paddington Green, St. Mary's - - N.S. 11	*250 0 0	1834	- - -	168 1 8	- - -	1,164 10 0	27 2 0	
Paddington, Harrow Road, Woodfield School N.S. 3	- - -	- -	- - -	11 13 4	- - -	- - -	2 19 0	
Paddington, Home Reformatory for Girls - 2	- - -	- -	- - -	- - -	- - -	- - -	- - -	169 8 8R
Paddington, St. John's N.S. 12	- - -	- -	9 7 2½	241 17 6	- - -	820 3 4	22 10 0	
Pancras, St. - - N.S. 4	- - -	- -	- - -	264 16 8	17 5 0	1,384 8 4	6 12 0	
Pancras, St., Brook Street, New Road, Reformatory 6	- - -	- -	- - -	- - -	- - -	- - -	- - -	105 0 0R
Pancras, St., Ch.Ch. N.S. 4	*320 0	1838	20 11 7½	155 10 0	20 16 8	1,130 0 0		
" " - "	33 6 8	1852	- - -	a100 0 0				
" " - "	27 17 4	1853						
" " - "	157 16 0	1857						
Pancras, St., St. John the Evangelist's, District - - N.S. 6	- - -	- -	- - -	24 15 0	- - -	121 13 4	21 5 0	
Pancras, St., East, Britannia Street, Gray's Inn Road - N.S. 10	45 0 0	1849	11 16 7	151 10 0	45 0 0	1,280 18 4	20 5 0	
" " Industrial	- - -	- -	- - -	- - -	- - -	- - -	- - -	66 15 0R
Pancras, St., East, Dutton Street - N.S.	550 0 0	1844						
" " - "	45 0 0	1852						
Pancras, St., Holy Trinity - - N.S. 4	819 0 0	1851	22 6 8½	161 1 8	55 0 0	655 7 6		
Pancras, St., Percy Chapel, The Russell School - - - - 9	*50 0 0	1835	6 0 11½	138 10 0	- - -	298 10 0	3 10 0	
" " - "	6 10 0	1850						
Pancras, St., Woburn Chapel - - Epis.S. 9	- - -	- -	2 12 7½	18 0 0	- - -	55 0 0	6 15 0	
Pentonville, Infants N.S. 10	- - -	- -	2 1 11	49 0 0	- - -	52 10 0	18 2 0	
Pimlico, St. Barnabas', (late Knightsbridge, St. Paul's,) - - N.S. 1	400 0 0	1847	5 17 9	91 0 0	- - -	244 5 0		
" " - "	10 0 0	1854						
Pimlico, Buckingham Chapel (Palace Street) B.S.	100 0 0	1834						
Pimlico, Eaton Chapel N.S. 2	- - -	- -	- - -	16 5 0	- - -			
Pimlico, St. Michael's N.S. 2	355 0 0	1850	25 12 6½	188 13 4	- - -	658 11 8	19 5 0	
" "	708 0 0	1857	b8 10 0					
Pimlico, St. Peter's N.S. 12	- - -	- -	12 11 3	45 10 0	- - -	400 0 0		
Ponder's End - - N.S.	85 0 0	1841						
Poplar and Blackwall B.S. 4	- - -	- -	12 10 0½	20 12 6	30 0 0	52 10 0		

a Retiring pension. *b* Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Poplar (Regent St.) B.S. 7	- - -	- - -	- - -	33 0 0	- -	254 10 0	32 15 0	
Poplar (WadeStreet) R.C. 1	- - -	- - -	4 14 2	42 0 0	- -	385 1 8	4 10 0	
Portland Town, Family House - - - -	- - -	- - -	- - -	- - -	- -	- - -	- - -	76 9 0 GR
Portman Chapel - Ch.S. 4	- - -	- - -	12 12 0	96 2 6	- -	210 10 0	21 5 0	
Portman Square - N.S. 4	- - -	- - -	6 2 3½	32 10 0	- -	919 14 2		
Queen Street, Great, Wes. 5	- - -	- - -	9 19 2½	197 15 0	- -	551 2 6	16 0 0	
Radnor Street, St. Luke's (City Road) Wes. 6	*225 0 0	1839	5 12 8½	120 0 0	- -	1,399 9 2	23 18 0	
" " - "	222 0 0	1843						
" " - "	24 0 0	1849						
" " - "	16 18 8	1849						
" " - "	21 0 0	1856						
" " - "	670 0 0	1857						
Ratcliff Cross, St. James' - - - N.S.	150 0 0	1841						
" - - - "	100 0 0	1853						
Saffron Hill, St. Peter's (Onslow Street) - - N.S. 4	187 0 0	1853	7 18 2	138 6 8	- -	394 15 0	18 3 0	
Sepulchre's, St. (Within) Ball's Court, Boys N.S. 12	22 10 0	1848	5 0 0	84 11 8	- -	129 3 4	17 14 0	
St. Sepulchre's, Girls N.S. 12	- - -	- - -	- - -	20 3 4	- -	32 10 0	10 15 0	
Shepherd's Bush, St. Stephen's - - Par. 5	- - -	- - -	- - -	6 5 0	- -	9 13 4	18 5 0	
Shepperton - - N.S. 6	- - -	- - -	- - -	21 5 0	- -	- - -	5 8 0	
Somer's Town - - B.S. 6	320 5 0	1854	8 6 7½	44 0 10	- -	719 0 0	23 5 0	
Somer's Town (Middlesex Street) Presbyterian 5	- - -	- - -	- - -	22 10 0	- -	5 0 0	9 11 0	
Soho, Greek Street R.C. 2	- - -	- - -	- - -	- - -	- -	85 0 0	6 5 0	
Soho, St. Patrick's (Tudor Place) - R.C. 2	- - -	- - -	4 7 10½	- - -	- -	327 0 0	11 10 0	
Southall - - - N.S.	64 10 0	1852	1 12 2½	3 6 8	- -	54 11 8	29 12 0	
Southgate - - N.S. 5	- - -	- - -	2 11 7					
Spital, St. Mary's - N.S.	642 15 0	1854						
Spitalfields, Boys, Free, R.C.	- - -	- - -	7 0 0½	10 0 0	- -	15 6 0	4 13 0	
Spitalfields - - Par. 9	- - -	- - -	- - -	- - -	- -	- - -	- - -	122 12 9 GR
Spitalfields, Refuge for Girls - - - 4	- - -	- - -	- - -	- - -	- -	3 10 0	20 14 0	
Spitalfields, St. Ann's R.C. 2	- - -	- - -	3 7 2½	- - -	- -	257 3 4		
Spitalfields, Spicer Street - - - R.C. 1	- - -	- - -	- - -	- - -	- -	837 18 4	26 0 0	
Spitalfields, Wood Street - - - B.S. 6	400 0 0	1841	7 17 0½	60 8 4	- -	453 3 4	14 18 0	
" - - - "	115 13 4	1856	10 14 7	126 1 8	- -	369 13 4	58 5 0	
Spitalfields, Bell Lane - - Jews' Sch. 6	- - -	- - -	55 9 11	35 10 0	- -	150 13 4		
Staines - - - N.S. 5	- - -	- - -	a13 6 8	- - -	- -	809 3 4	41 15 0	
" - - - "	- - -	- - -	- - -	- - -	- -	150 13 4		
Stepney - - - P.U. 5	- - -	- - -	- - -	- - -	- -	809 3 4	41 15 0	
Stepney, All Saints' N.S. 9	400 0 0	1841	15 3 5	192 3 4	- -	780 5 0	57 12 0	
Stepney, Blue Coat School - - -	- - -	- - -	3 17 6½					
Stepney, Holy Trinity N.S. 9	350 0 0	1845	14 4 4½	221 0 0	- -			
" " - "	7 15 5	1847						
" " - "	6 10 0	1848						
" " - "	150 0 0	1849						
" " - "	20 0 0	1857						
Stepney, St. Peter's N.S. 10	50 0 0	1841	8 15 0	222 7 6	- -	330 15 0		
Stepney, St. Philip's N.S.	450 0 0	1845						
Stepney, Red Coat, Endowed - - N.S. 10	*200 0 0	1839	20 19 4½	222 5 0	- -	571 10 0	44 15 0	
" - - "	32 13 0	1849						
" " - "	46 0 0	1855						

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Scoools.
	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stepney, Redman's Row, Infants - N.S. 10	- - -	-	- - -	24 15 0	- -	147 0 0		
Stepney, St. Thomas' N.S. 10	400 0 0	1844	23 1 1½	276 0 0	- -	1,737 10 0	53 15 0	
" " - "	20 0 0	1846						
" " - "	100 0 0	1847						
" " - "	155 0 0	1848						
" " - "	6 13 4	1851						
" " - "	18 6 3	1851						
" " - "	3 15 0	1856						
" " - "	285 0 0	1856						
Stoke Newington - N.S. 11	- - -	-	5 0 1	110 2 6	- -	214 15 0		
Stoke Newington - B.S.	*200 0 0	1838						
Stoke Newington - Wes. 12	- - -	-	1 15 4½	15 0 0				
Stratford-le-Bow - B.S.	*125 0 0	1837						
Sudbury-in-Harrow, (Industrial) - Ch.S.	75 0 0	1856						
Sunbury - - B.S.	*50 0 0	1836						
Sunbury - - - Par. 10	- - -	-	- - -	37 15 0	- -	83 15 0	31 12 0	
Teddington, Public N.S. 4	- - -	-	3 1 6½	27 0 0	- -	15 0 0		
Tottenham - - N.S. 7	72 0 0	1842	5 6 5	126 0 0	- -	96 13 4	20 2 0	
" - - "	3 12 4	1849						
Tottenham, Asylum, Girls - - - - 6	- - -	-	2 0 0	- - -	- -	- - -	- -	277 10 0R
Tottenham Green, Industrial School - 6	- - -	-	- - -	10 16 8	- -	19 11 8		
Tottenham, Holy Trinity - - - N.S.	93 0 0	1848						
Tottenham, Lancasterian School - - 5	- - -	-	4 1 7½	- - -	- -	312 16 8		
Turnham Green - N.S.	100 0 0	1850						
Twickenham Common (Archdeacon Cambridge's) - N.S. 5	90 0 0	1842	2 17 0	30 0 0	- -	370 10 10	24 18 0	
" " - "	45 0 0	1849						
" " - "	143 0 0	1857						
Twig Folly (Bethnal Green) - - B.S.	*250 0 0	1836						
Uxbridge - - B.S. 6	*100 0 0	1836	4 1 8½	12 10 10	- -	96 1 8		
Uxbridge Moor, St. John's - - N.S.	94 0 0	1847						
" " - "	70 0 0	1853						
Walham Green, or Fulham, St. John's N.S. 5	*175 0 0	1836	1 11 8	60 16 8	- -	160 13 4	30 7 0	
" " - "	100 0 0	1847						
Wapping, Gravel Lane Wes. 5	- - -	-	3 6 8½	25 0 0	10 8 4	29 0 0	14 16 0	
Wapping, St. John's B.S.	*175 0 0	1835						
Westbourne - - N.S. 11	- - -	-	16 0 10½	158 10 0	- -	426 12 6	20 19 0	
Westminster (Archbishop Tenison's S.) - 10	- - -	-	7 3 3½	- - -	- -	196 0 0		
Westminster, Blue Coat - - - -	- - -	-	- - -	40 0 0				
Westminster, Ch. Ch. N.S. 2	500 0 0	1847	7 12 1½	102 14 2	- -	357 0 0	6 19 0	
Westminster, Church Schoolmasters' Association - - -	- - -	-	2 15 0					
Westminster, Coburg Row, Ragged School - 2	- - -	-	- - -	- - -	- -	- - -	- -	107 1 4R
Westminster, Dacre Street Reformatory - 2	- - -	-	- - -	- - -	- -	- - -	- -	186 10 0R
Westminster, Soho, St. Anne's - - N.S. 2	- - -	-	6 13 1½	97 8 4	- -	212 15 10		
Westminster, St. James' (Marshall Street) - - N.S. 1	- - -	-	27 13 2½	178 5 0	20 0 0	1,397 15 10		
" - - "	- - -	-	- - -	a35 0 0				
Westminster, Curzon Street Chapel - N.S. 10	- - -	-	6 7 3½	110 0 0	- -	167 5 0	29 7 0	
Westminster, National Society's Central N.S. 3	- - -	-	38 19 0½	10 1 8	- -	142 0 0		

a Retiring pension.

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Westminster, Hanover Square, St. George's, District - - N.S. 9	- - -	-	- - -	77 15 0	- -	281 0 0		
Westminster, Hanover Square, St. George's United Day - N.S. 9	- - -	-	- - -	68 13 4	- -	371 10 0		
Westminster, Knightsbridge, All Saints' N.S. 1	- - -	-	- - -	84 0 0	- -	89 0 0		
Westminster, Old Pye Street - - - - - 2	- - -	-	- - -	- - -	- -	- - -	- - -	113 0 0R
Westminster, St. Anne's Lane Ragged School - 2	- - -	-	- - -	- - -	- -	- - -	- - -	57 0 0R
Westminster, St. James' Offertory School (Swallow Street) - - 1	*50 0 0	1839	6 15 9½	99 0 0	- -	124 10 0		
" - - -	- - -	-	- - -	a100 0 0				
Westminster, St. Luke's (Berwick Street) N.S.	*250 0 0	1839	5 7 6½					
Westminster, St. Margaret's and St. John's - - N.S. 1	*600 0 0	1856	5 16 11	197 10 0	55 0 0	780 10 10		
Westminster, Tothill Fields, St. Mary's, Vincent Square - N.S. 1	736 0 0	1850	[26 17 9	258 0 0	- -	1,162 13 4	11 8 0	
" " "	6 15 0	1857						
Westminster, "St. Mary's" R.C. 2	- - -	-	8 10 7½	41 4 2	- -	- - -	7 2 0	
Westminster, St. Stephen's (Rochester Row) - N.S. 1	- - -	-	6 6 8	312 16 8	- -	1,541 7 6	7 4 0	
Westminster, Wesleyan Practising School - 1	2,500 0 0	1852	78 4 5½	516 0 0	389 11 8	1,207 13 4	30 19 0	
" " - -	150 0 0	1855						
Whitechapel " - P.U. 6	- - -	-	- - -	- - -	- -	59 0 0		
Whitechapel, St. Mark's - - N.S. 11	200 0 0	1842	2 14 9½	124 16 8	- -	342 10 0	5 0 0	
" " " - "	204 0 0	1845						
Whitechapel, "Probationary Refuge - - 6	- - -	-	- - -	- - -	- -	- - -	- - -	104 3 6R
Whitechapel, Refuge, Industrial School - 4	- - -	-	- - -	- - -	- -	- - -	- - -	852 3 8R
Whitechapel, St. Mary's (St. Jude's District) - - N.S.	302 0 0	1847						
Whitechapel, Society's N.S. 3	- - -	-	- - -	48 0 0	- -	51 6 8		
Whitecross Place (Wilson Street, Finsbury) - - B.S. 1	452 0 0	1843	- - -	26 5 0	- -	26 5 0	6 12 0	
Whitelands, Upper Practising Schools - - 1	- - -	-	- - -	66 13 4	- -	130 5 10	9 17 0	
" " Lower 1	- - -	-	- - -	126 18 4	- -	189 8 4		
Whitelands, Female Practising School -	- - -	-	10 3 4½					
Whitelands, Infants N.S. 1	- - -	-	- - -	24 5 0				
Whitton, Industrial S. -	397 10 4	1853	2 0 0					
Wycliffe Chapel, Philpot Street, Commercial Road B.S.	*150 0 0	1835						
MONMOUTHSHIRE.								
Abergavenny - - N.S. 10	350 0 0	1849	5 3 2½	185 0 0	- -	251 0 0	40 5 0	
Abertillery - - N.S.	588 0 0	1856	6 5 0½					
Abertillery - - B.S. 8	- - -	-	3 6 7½	8 15 0	- -	32 10 0	19 6 0	
Blackwood - - B.S.	224 0 0	1846						
" - - "	53 6 8	1857						
Blaenafon - - N.S. 11	115 0 0	1849	2 13 7½	- - -	- -	351 2 8		

a Retiring pension.

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MONMOUTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Blaina - - - B.S. 10	- - -	- -	15 16 1	160 18 4	25 0 0	932 11 8	105 0 0	
Chapel Hill and Tintern Parva - N.S. 7	- - -	- -	- - -	12 10 0	- -	15 0 0	2 0 0	
Chepstow - - N.S. 10	*64 0 0	1836*	9 4 2½	122 15 0	- -	260 0 0	11 1 0	
Chepstow, Infants - N.S.	150 0 0	1853						
Corwen - - - B.S.	- - -	- -	4 0 0½					
Court-y-bella - N.S. 10	700 0 0	1849	9 16 1½	75 0 0	- -	714 13 4	89 10 0	28 12 0
Crumlin and Llanhileth - - - N.S. 11	120 0 0	1846	1 13 4	- -	- -	- -	7 1 0	
" " " "	75 0 0	1848						
Ebbw Vale - - - S. 10	- - -	- -	- -	- -	- -	39 16 8	42 15 0	
Ebbw Vale, Victoria School - - - - 10	- - -	- -	- -	- -	- -	- -	14 4 0	
Goytrey - - - N.S.	65 0 0	1852						
" - - - "	74 0 0	1854						
Llanarth - - N.S. 10	- - -	- -	1 0 0½	31 10 0	- -	- -	7 1 0	
Llandevawd - Ch. of E.	59 0 0	1857						
Llangattock, Lingoed (James Davies') - - - N.S.	45 0 0	1848						
Llantrissent - - N.S.	85 0 0	1849						
Llanwenarth - - N.S.	50 0 0	1844	1 0 0					
Monmouth - - N.S.	370 13 4	1856						
Newport-on-Usk - N.S. 10	*275 0 0	1840	13 9 11¼	227 15 0	- -	949 10 0	25 11 0	
" " - "	46 0 0	1855						
Newport-on-Usk - B.S.	*75 0 0	1836						
Newport-on-Usk, Infants R.C.	520 0 0	1857	3 9 6					
Newport-on-Usk, St. Mary's - - R.C. 5	- - -	- -	9 13 5½	31 5 0	- -	641 18 4	22 9 0	
Pontnewynydd - N.S. 10	300 0 0	1846	8 19 7	90 0 0	- -	309 10 0	8 16 0	
" " - "	38 14 0	1854						
" " - "	12 13 8	1855						
" " - "	14 0 0	1857						
Pontygof School - - 10	- - -	- -	- - -	- - -	- -	- -	16 4 0	
Pontypool, Charity N.S. 10	*114 0 0	1840	5 0 0	72 17 6	- -	755 0 0	22 4 0	
" " - "	16 0 0	1852						
" " - "	5 15 10	1852						
" " - "	100 0 0	1852						
Rhymney Iron Works School - - 8	- - -	- -	3 18 3½	28 10 0	- -	79 0 0	34 8 0	
Rhymney Iron Works - - - N.S. 10	- - -	- -	- - -	57 18 4	- -	- -	6 18 0	
Risca - - - B.S. 10	- - -	- -	- - -	33 15 0	- -	35 16 8	9 0 0	
Rockfield - - N.S. 10	- - -	- -	- - -	- - -	- -	- -	1 10 0	
Sirhowy School - - 10	- - -	- -	- - -	- - -	- -	37 15 0	22 9 0	
Skenfreth - - N.S.	24 0 0	1843						
" - - "	21 0 0	1851						
Tintern Abbey - N.S.	*70 0 0	1840						
Usk, Endowed - -	- - -	- -	3 10 4					
NORFOLK.								
Alburgh - - - N.S.	75 0 0	1848						
Aldeby - - - N.S.	36 0 0	1841						
Ashwicken and Leziate - - N.S. 2	181 0 0	1856	- - -	9 3 4	- -	- -	3 0 0	
Aylsham - - N.S. 11	175 0 0	1849	3 19 2½	31 0 0	- -	115 8 4		
Banham - - N.S.	- - -	- -	2 0 0½					
Barnham Broome - N.S. 10	66 10 0	1842	- - -	41 5 0	- -	- -	9 5 0	
Beighton - - N.S.	100 0 0	1857						
Bergh Apton - - N.S. 10	- - -	- -	- - -	84 0 0	- -	62 10 0	16 12 0	
Bilney, West - - N.S.	*70 0 0	1834						
Bradenham, West, N.S. 11	382 8 0	1854	5 0 0½	27 10 0	- -	- -	39 0 4	
" " "	240 0 0	1856						
Brisley - - - N.S. 10	50 0 0	1844	- - -	- - -	- -	- -	2 6 0	
" - - - "	22 0 0	1847						
Briston - - - N.	65 0 0	1845						

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NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brockdish - - N.S.	34 0 0	1845						
Brooke - - - N.S.	*80 0 0	1838	1 13 4					
Buckenham, New - N.S.	- - -	-	5 6 5	96 15 0	- -	238 6 8	34 14 0	14 17 6
Burnham, Westgate N.S. 10	320 0 0	1851	- - -	- - -	- -	5 19 0		
" Night School	- - -	-	- - -	- - -	- -			
Caistor - - - Par.	100 0 0	1850						
Caistor, Infants' School -	*29 0 0	1834						
Castle Acre - - N.S.	72 7 0	1840	- - -	65 0 0	- -	52 10 0	21 2 0	
Castle Rising - N.S. 1	- - -	-	1 0 0					
Catfield - - - N.S.	63 0 0	1854	- - -	10 0 0	- -	15 0 0	11 0 0	
Chedgrave - - N.S. 11	50 0 0	1844						
Claxton and Hellington - N.S.	45 0 0	1848						
Clenchwarton - N.S.	73 0 0	1846						
Coltishall - N.S.	100 0 0	1847						
Colton - - - N.S.	105 0 0	1856						
Costessy - - N.S.	*50 0 0	1836						
Costessy - - B.S.	*65 0 0	1837						
Creake, North - N.S. 11	- - -	-	2 11 4½	12 10 0	- -	- -	4 1 0	
Croxton - - - N.S.	50 0 0	1847						
Denton - - - N.S.	64 10 0	1841						
" - - -	25 0 0	1856						
Deopham - - N.S.	- - -	-	1 4 6					
Dereham, East - N.S.	140 0 0	1841						
Dereham, East - B.S.	160 0 0	1841						
" " - "	30 0 0	1843						
Diss - - - N.S.	107 17 5	1848						
Ditchingham - N.S. 10	*50 0 0	1840	- - -	17 10 0	- -	- -	11 5 6	
" - - "	50 0 0	1846						
" - - "	31 0 0	1852						
Docking - - - Par.	- - -	-	3 10 4½					
Downham Market - N.S. 12	162 10 0	1842	8 2 8½	140 8 4	60 2 0	292 16 8	26 8 0	
" " - "	17 17 0	1852						
" " - "	24 0 0	1857						
Elmham, North - N.S.	*30 0 0	1838						
Fakenham - - N.S. 11	200 0 0	1849	6 1 1	238 15 0	- -	358 13 4	75 13 0	
" - - "	73 13 4	1854						
" - - "	61 7 0	1854						
Fakenham - - B.S.	183 0 0	1845						
" - -	120 0 0	1848						
Fincham - - N.S.	120 0 0	1849	2 0 0					
Forncett, St. Mary's N.S. 11	- - -	-	1 9 7½	- -	- -	14 3 4		
Forncett, St. Peter's N.S. 10	99 0 0	1848	3 10 10	*a*30 0 0	- -	- -	2 11 0	
Foulsham - - N.S.	*90 0 0	1838	1 0 8					
Framingham, Earl N.S.	60 0 0	1841						
" " - "	32 0 0	1855						
Freethorpe and Wickhampton - N.S.	75 0 0	1848	1 9 6					
Fritton and Morningthorpe - - N.S. 12	45 0 0	1842	- - -	16 13 4	- -	93 19 2		
Gayton - - - N.S.	73 13 4	1852						
Gaywood - - N.S. 2	154 0 0	1856	2 10 0	5 10 0	- -	- -	7 10 0	
Geldestone - - B.S. 4	- - -	-	- - -	127 17 6	- -	77 10 0	12 19 0	
Geldestone - - N.S.	*26 0 0	1835						
Gooderstone - - N.S.	60 0 0	1846						
Halvergate - - N.S. 10	202 8 9	1855	2 0 0½	7 10 0	- -	- -	11 12 0	
Harpley - - N.S.	62 0 0	1846						
Heigham, (Potter) - N.S.	70 0 0	1846						
Heigham - - N.S.	280 0 0	1849	1 10 8					
Hempnall - - N.S.	150 0 0	1848						
Hilgay - - - N.S.	*75 0 0	1838						
Hindolveston - N.S.	75 0 0	1847						
Hindringham - N.S.	55 0 0	1845						
Hingham - - N.S. 11	51 10 0	1842	- - -	22 1 8	- -	- -	3 6 0	
Holme Hale - - N.S.	- - -	-	1 7 10					
Hockwold-cum-Wilton - - - N.S. 3	62 10 0	1841	3 10 11½	27 10 0	- -	377 1 8	23 4 0	
" " - "	4 14 0	1847						
" " - "	41 16 8	1855						

a Retiring pension.

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NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Holt - - - N.S. 10	100 0 0	1843	2 3 6	7 10 0	- -	- -	5 18 0	
Holkham - - N.S. 11	- -	- -	3 5 0½	87 0 0	- -	52 10 0	13 16 0	
Horningham and East Tuddenham N.S.	- -	- -	2 3 11					
Lakenham, St. Mark's - - N.S. 11	150 0 0	1848	4 10 6½	114 19 2	- -	421 6 8	55 16 0	
" " - "	16 0 0	1853						
" " - "	73 6 8	1853						
" " - "	29 14 8	1853						
" " - "	19 6 4	1855						
Loddon - - - N.S. 10	- -	- -	1 13 4	4 3 4				
Lynn, St. John's - N.S. 12	47 10 0	1849	2 2 10	131 10 10	20 0 0	217 10 0	32 7 0	
" " - "	598 13 4	1854						
Lynn, King's - B.S. 4	461 10 0	1847	16 16 6½	82 10 0	- -	524 5 0	27 12 0	
" " - "	38 0 0	1855						
Lynn, St. Margaret's - - N.S. 2	441 15 0	1850	11 15 9½	196 1 8	70 0 0	711 8 4	18 0 0	
" " - "	88 10 0	1853						
" " - "	102 0 0	1857						
Lynn, South, All Saints' - N.S. 2	95 0 0	1843	4 18 0	143 13 4	- -	674 10 10	77 11 0	
" " - "	72 3 4	1852						
" " - "	35 0 0	1854						
Marham - - - N.S.	53 0 0	1843						
Marsham Reformatory 7	- -	- -	- -	- -	- -	- -	- -	64 3 9[R]
Martham - - N.S.	- -	- -	2 6 8					
Massingham - - N.S.	*50 0 0	1837						
Mileham - - N.S.	*50 0 0	1835						
Mitford - - - P.U. 1	- -	- -	- -	- -	- -	70 10 0		
Norwich (Miss Martineau's Female Indus. S.) 4	- -	- -	1 6 8½	- -	- -	- -	- -	3 15 0
Norwich, St. Martin's-at-Oak - N.S.	340 0 0	1846						
" "	24 0 0	1856						
Norwich, St. Martin's-at-Palace - N.S.	- -	- -	2 10 2					
Norwich, St. Michael's (Princes Street) - - B.S.	60 0 0	1840						
Norwich, Model (Boys) *a* N.S. 11	185 0 0	1851	8 6 8½	122 13 4	55 0 0	1,315 5 0	50 0 0	
Norwich, Model (Girls) *a* N.S. 11	- -	- -	6 5 0½	114 0 0	- -	1,148 13 4	20 10 0	
Norwich, New City, (Union Place, Higham) - - B.S. 4	*100 0 0	1840	- -	2 10 0				
" " - "	50 0 0	1848						
Norwich, Octagon Chapel - - B.S. 4	- -	- -	0 19 10½	31 10 0	- -	238 0 0	12 10 0	
Norwich, St. Stephen's - - - N.S. 10	- -	- -	9 13 11½	75 0 0	- -	103 2 6	24 6 0	
Norwich, St. Swithin's N.S.	45 0 0	1842						
Ormesby - - N.S.	83 0 0	1851						
Outwell - - N.S.	225 0 0	1848	1 11 6½					
" - - "	71 5 0	1855						
Pockthorpe, St. James' N.S.	82 0 0	1845	1 4 0					
Pulham, St. Mary Magdalen's - N.S.	132 0 0	1852	6 1 4½					
Redenhall - - N.S. 10	112 10 0	1849	1 6 8½	71 5 0	- -	29 11 8	5 1 4	1 4 0
Reedham - - N.S. 10	50 0 0	1845	- -	- -	- -	57 15 0		
" - - "	11 4 0	1855						
Reepham, St. Mary's N.S. 12	- -	- -	2 4 8	50 16 8	- -	115 0 0		
Rockland, All Saints' N.S. 11	35 0 0	1853	- -	- -	- -	- -	4 19 0	
Rockland, St. Mary's N.S.	36 0 0	1841	0 13 4					
Runcton and Holme N.S.	40 0 0	1840						
Runcton, North - N.S. 3	- -	- -	- -	- -	- -	- -	5 14 0	

a In separate buildings of different tenure.

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NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Runham and Thrigby N.S.	216 0 0	1856	1 4 10½					
Ruston, East - N.S.	37 0 0	1846						
Ryburgh, Great - N.S. 11	- - -	-	1 2 11	54 16 8	- -	149 5 0	11 15 0	
Saham Toney - N.S.	*35 0 0	1837						
Salhouse - - N.S.	60 0 0	1845						
" - -	3 0 0	1847						
Sculthorpe - - N.S.	62 0 0	1841	1 0 2¾					
Sedgeford - Ch. of E. 2	- - -	-	- - -	13 15 0	- -	- -	10 10 0	
Sheringham - N.S.	- - -	-	1 16 0½					
Southery - - N.S.	60 0 0	1844						
Southwood and Limpenhoe - - N.S.	26 10 0	1851	1 13 4½					
Stiffkey - - N.S.	- - -	-	1 6 8					
Surlingham - - N.S.	*20 0 0	1838						
Swafield - - N.S.	- - -	-	1 1 2					
Swaffham - - N.S.	*160 0 0	1839						
Swanton Morley - N.S. 10	120 0 0	1852	- - -	- - -	- -	7 10 0		
Syderstone - - N.S. 11	- - -	-	1 6 6½	51 13 4	- -	52 10 0	7 5 0	
Taverham - - N.S.	70 0 0	1852	1 6 8½					
Terrington, St. Clement's - - N.S. 3	70 0 0	1844	2 6 8	- -	- -	102 10 0	11 8 0	
" " - "	14 0 0	1857						
Thetford - - B.S.	*75 0 0	1836						
Thetford - - N.S.	- - -	-	4 14 8					
Thornham - - N.S. 12	- - -	-	- - -	23 16 8	- -	- -	10 5 0	
Thorpe - - - N.S.	41 0 0	1841						
Thorpe-Hamlet - N.S. 12	209 0 10	1854	3 6 8	- -	- -	- -	13 19 0	
Thurlton - - N.S.	37 0 0	1849						
Tilney, All Saints' - N.S. 12	130 0 0	1845	2 2 9½	- -	- -	15 0 0		
Topcroft - - N.S.	54 0 0	1848						
Trowse Newton - N.S. 11	70 0 0	1846	- - -	- -	- -	- -	6 10 0	
Trunch - - - N.S.	52 0 0	1853						
Walpole, St. Andrew's - - N.S.	93 0 0	1849						
Walsham, North - N.S.	- - -	-	2 19 7½					
Walsingham, Little N.S. 12	3 18 0	1851	7 17 2½	190 6 8	- -	302 13 4	71 10 0	
" " - "	7 0 0	1854						
" " - "	21 0 0	1854						
" " - "	5 5 0	1855						
Watton - - - N.S.	83 0 0	1842						
" - - -	5 6 8	1843						
Walton, West - N.S.	76 0 0	1844	2 0 3					
Wicklewood - - N.S. 12	- - -	-	- - -	- -	- -	- -	5 11 0	
Wiggenhall - - N.S.	65 0 0	1842	1 15 0					
Winch, East - - N.S.	50 0 0	1843						
Winch, West - - N.S.	*32 0 0	1838	1 9 0					
Winfarthing - Ch. S.	124 10 0	1855						
Winterton - - N.S. 12	169 0 0	1849	- -	116 13 4	- -	294 1 8	40 13 0	9 4 6
" - -	102 14 3	1856						
Worstead - - N.S. 11	80 0 0	1845	2 2 3½	29 0 0	- -	138 2 6	38 15 0	
" - -	141 15 0	1854						
Wortwell - - N.S. 11	- - -	-	- - -	28 6 8	- -	32 10 0	5 19 0	
Wymondham - N.S. 12	- - -	-	1 10 7¾	- -	- -	- -	2 8 0	
Yarmouth, Great - B.S. 4	35 10 0	1856	9 9 11¾	36 15 0	- -	380 0 0	25 0 0	
Yarmouth, Great, Blue Coat S. - -	- - -	-	1 11 0					
Yarmouth, Great, Charity - - Ch. S. 12	- - -	-	1 14 11½	13 15 0	- -	209 6 8		
Yarmouth, Great, St. Nicholas' - - N.S. 12	720 10 0	1853	20 12 2¼	172 1 8	97 18 4	687 16 8	34 8 0	
Yarmouth, Great, St. Peter's - - N.S. 12	526 0 0	1851	25 13 5¼	216 11 8	- -	1065 16 8	56 5 0	
Yarmouth, Great, Schoolmasters' Association -	- - -	-	4 0 0½					
Yaxham - - - N.S.	60 0 0	1844						
" - - - - "	32 0 0	1850						

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NORTHAMPTONSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barnack - - - N.S. 11	- - -	-	- - -	12 10 0	- -	- -	7 10 0	
Braunston - - - N.S.	90 0 0	1847						
Braybrooke - - - N.S.	*25 0 0	1837						
Brayfield-on-the-Green N.S. 11	- - -	-	- - -	31 6 8	- -	32 10 0	7 15 0	
Brington, Great - N.S. 11	- - -	-	2 0 0	13 15 0	- -	75 0 0	17 14 0	
Broughton - - N.S. 11	- - -	-	- - -	- - -	- -	- -	1 14 0	
Bugbrooke - - N.S. 12	125 0 0	1845	8 0 0½	- -	- -	- -	16 13 0	
" - - "	27 0 0	1846						
Byfield - - Ch. of E. 11	- - -	-	- - -	8 6 8				
Burton Latimer, Endowed Free School -	80 0 0	1852	1 14 3					
Chipping Warden - N.S. 11	- - -	-	- - -	- -	- -	- -	12 3 0	
Cogenhoe - - N.S.	45 0 0	1843						
Corby - - - B.S. 11	- - -	-	- - -	- -	- -	52 10 0	2 8 0	
Cosgrove - - N.S.	90 0 0	1845						
Cottingham-cum-Middleton - - - N.S.	183 0 0	1857						
Creaton, Great - N.S.	100 0 0	1845						
" - - "	5 19 0	1847						
Cranford - " - - N.S. 11	- - -	-	- - -	- -	- -	- -	1 8 0	
Crick, Girls and Infants - - - N.S.	60 0 0	1847						
Crick, Boys - - N.S.	60 0 0	1848						
Croughton - Ch. of E. 11	- - -	-	1 10 3½	5 16 8	- -	- -	10 0 0	
Culworth - - N.S.	- - -	-	4 3 4½					
Dallington - - N.S.	52 0 0	1842	1 13 4					
Daventry - - B.S. 11	- - -	-	- - -	20 16 8	- -	- -	9 1 0	
Desborough - - N.S. 11	47 0 0	1844	- -	42 10 0				
Eydon - - - N.S. 12	- - -	-	2 10 10	27 10 0	- -	30 0 0	23 7 0	
Eye - - - - N.S.	324 7 6	1857						
Finedon, Endowed Free School - - - 12	70 0 0	1854	- -	13 15 0	- -	52 10 0	15 6 0	
Gayton - - - N.S.	56 0 0	1846						
Glinton with Peakirk - - - N.S.	110 0 0	1846						
Harleston - - N.S. 12	- - -	-	1 13 4½	81 2 6	- -	- -	16 19 0	
Harpole - - - N.S. 12	- - -	-	1 6 9	20 0 0	- -	- -	17 3 0	
Harrowden, Little, Endowed Free School -	70 0 0	1851	1 4 2					
Helmdon - - N.S.	176 0 0	1856						
Irchester - - N.S.	120 0 0	1849						
Kettering - - N.S. 12	- - -	-	5 0 0	75 12 6	- -	90 0 0	29 14 0	
Kettering - - B.S.	*250 0 0	1835						
Kilsby - - N.S. 11	*30 0 0	1839	1 6 8½	41 5 0	- -	- -	4 4 0	
Kingsthorpe - - N.S.	85 0 0	1841						
Middleton Cheney - N.S. 11	- - -	-	1 6 8½	53 6 8	- -	32 10 0	12 6 0	
Moulton and Overstone - - - N.S. 12	110 0 0	1843	1 13 6	13 15 0	- -	- -	5 16 0	
Naseby - - - N.S. 11	92 0 0	1846	- - -	- -	- -	24 15 10		
Northampton, All Saints' - - - N.S. 11	*316 0 0	1840	15 14 0	314 5 0	- -	1,741 5 0	52 14 0	
" " - "	11 0 0	1848						
" " - "	117 13 0	1849						
" " - "	825 0 0	1855						
Northampton, All Saints' (South Quarter), Infants N.S. 11	- - -	-	3 0 1½	86 3 4	- -	89 0 0	7 16 0	
Northampton, Blue Coat S. - - - - 11	- - -	-	0 16 8½	11 10 0				
Northampton - B.S.	640 0 0	1846						
Northampton, Church Schoolmasters' Association - - - -	- - -	-	1 8 4½					
Northampton, St. Giles' - - - Par. 11	48 0 8	1857	19 17 0½	131 18 4	- -	780 5 0	32 17 0	
Northampton, St. Katherine's - - N.S. 11	230 0 0	1845	5 13 5	92 10 0	19 3 4	405 15 0	22 1 0	
" " - "	7 0 0	1849						
" " Night S.	- - -	-	- -	- -	- -	3 11 6		

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NORTHAMPTONSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Northampton, St. Peter's N.S. 11	276 0 0	1856	2 14 2	- -	- -	15 0 0	6 10 0	
Northampton, St. Sepulchre's - N.S. 11	420 0 0	1846	13 0 11½	132 10 0	- -	527 0 0	17 12 6	
" " "	40 0 0	1850						
Northampton, Society's Reformatory - - 10	- -	-	- -	- -	- -	- -	- -	171 8 6a
Orlingbury - - N.S.	103 0 0	1847						
Oundle - - - N.S. 12	133 0 0	1842	5 5 1½	58 15 0	- -	251 12 6	33 15 0	
" - - - "	58 0 0	1844						
" - - - "	4 10 6	1848						
" - - - "	53 0 0	1855						
Oundle - - - B.S. 7	- -	-	8 17 2½	52 17 6	- -	325 16 8	37 12 0	
Peterborough, Boys and Girls - - N.S. 11	219 15 0	1851	- -	68 16 8	- -	186 16 8	32 8 4	
" - - - "	31 0 0	1855	2 5 6½					
Peterborough - - B.S. 7	*150 0 0	1837	3 1 0	7 10 0	- -	- -	7 10 0	
Piddington - - N.S.	- -	-	1 15 4½					
Pitsford - - - N.S.	52 10 0	1844						
Pytchley, Endowed Ch. of E.	163 10 6	1857						
Rockingham - - N.S. 12	- -	-	3 19 7½	82 5 0	- -	295 16 8	16 15 0	
Rothwell - - B.S.	*100 0 0	1835						
Sibbertoft - - N.S.	60 0 0	1848	0 11 11					
Silverstone - - N.S.	- -	-	2 2 3					
Silverstone - - Wes. 4	- -	-	2 0 0½	4 2 6	- -	- -	13 13 0	
Spratton - - N.S. 10	- -	-	2 10 6½	- -	- -	- -	3 13 0	
Stanwick - - N.S.	*54 0 0	1840						
Sutton, King's - N.S.	180 0 0	1847						
Thornhaugh - - N.S. 11	- -	-	- -	111 13 4	- -	- -	15 17 0	
Thrapstone - - N.S.	112 10 0	1851	2 12 5½					
Thrapstone - - B.S. 11	- -	-	- -	- -	- -	- -	20 15 0	
Titchmarsh - - N.S.	120 0 0	1843	2 5 10½	- -	- -	19 6 8		
" - - - "	6 0 0	1851						
Towcester - - N.S. 11	213 15 0	1851	- -	11 13 4				
Weedon (Lois) - N.S.	96 0 0	1848						
Welford and Sulby, Endowed School - -	79 10 0	1852	2 0 3					
Wellingborough, Freeman's Endowed - - 11	- -	-	- -	18 6 8	- -	- -	0 10 0	
Whitfield - - N.S.	*25 0 0	1838						
Wilbarston - - N.S.	33 0 0	1846						
Wootton - - N.S.	*46 0 0	1839						
NORTHUMBERLAND.								
Acklington - - N.S. 2	- -	-	2 6 8½	93 6 8	- -	75 0 0	24 8 0	
Acomb, Township - Ch.S.	- -	-	1 6 8	27 10 0				
Allenheads - - N.S. 9	a50 0 0	1840	- -	- -	- -	73 8 4		
Allenheads, St. Peter's N.S. 9	30 0 0	1847	- -	- -	- -	222 0 0	35 4 0	
Alnwick - - - N.S. 12	315 0 0	1850	5 12 2	9 3 4	- -	661 0 10	13 4 0	
" - - - "	100 0 0	1855						
Alnwick - - - B.S. 6	127 0 0	1840	- -	22 3 4				
Alnwick (Duke of Northumberland's) N.S. 12	- -	-	- -	129 3 4	- -	120 10 0	- -	8 10 0
Alnwick - - - R.C. 7	- -	-	- -	45 0 0	- -	111 6 8	4 1 0	
Anick - - Ch. of E. 10	- -	-	- -	34 10 0	- -	- -	8 10 0	
Belford - - - N.S.	*58 0 0	1837	2 6 0					
Bellingham, Endowed Free School - - - 11	98 5 0	1852	3 6 8	27 15 0	- -	- -	8 10 0	
Bellingham - Ch. of E.	15 0 0	1857						
Berwick-upon-Tweed, Boys, Charity Sch. - 4	- -	-	17 14 8	152 15 0	- -	453 5 0	21 15 0	
Berwick-upon-Tweed, Infants - - B.S. 6	70 0 0	1841	- -	52 5 0	- -	273 10 0	13 10 0	

a This school has been pulled down.

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NORTHUMBERLAND—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Berwick-upon-Tweed, Girls, Charity, Ch. of E.	4	618 0 0	1857	- - -	2 10 0	- -	17 0 0		
Berwick-upon-Tweed R.C.		- - -	-	1 13 4½					
Berwick-upon-Tweed, English Presbyterian School	7	- - -	-	- - -	3 15 0	- -	- - -	3 12 0	
Berwick-upon-Tweed P.U.	9	- - -	-	- - -	- - -	- -	56 13 4		
Broomhaugh, Village	N.S. 3	35 0 0	1857	1 5 6½	28 15 0	- -	- - -	10 3 0	
Cambo	N.S. 2	- - -	-	- - -	64 0 0	- -	52 10 0	7 13 0	
Chatton	N.S.	- - -	-	2 1 0½					
Chillingham	N.S.	*45 0 0	1835						
Corbridge	N.S. 2	*45 0 0	1835	5 0 0½	28 0 0	- -	31 8 4	14 6 0	
"		412 0 0	1856						
Cornhill	N.S. 3	*40 0 0	1838	- - -	- - -	- -	- - -	12 3 0	
Crookham	N.S.	104 10 0	1842	1 0 9					
Crookham, Presbyterian School	7	- - -	-	3 15 0	13 15 0	- -	- - -	7 13 0	
Elsdon	N.S. 3	*35 0 0	1836	2 12 2	16 10 0	- -	202 7 6		
Earsdon	N.S. 5	- - -	-	4 3 4½	17 10 0	- -	15 0 0	7 2 0	
Harbottle	N.S.	*36 0 0	1836						
Hartburn	N.S. 3	85 0 0	1844	- - -	- - -	- -	30 12 6		
"	"	5 0 0	1845						
Heddon-on-the-Wall	N.S. 5	200 0 0	1854	7 14 6½	84 13 4	- -	187 0 10	55 10 0	
Hexham, St. Mary's	R.C. 7	- - -	-	4 11 4	7 10 0	- -	74 3 4	41 19 0	
Hexham, Subscription	N.S. 12	550 0 0	1856	19 0 10¾	121 10 0	- -	331 0 0	28 3 0	
Holywell Colliery	B.S.	*25 0 0	1838	1 7 7					
Hornecliffe	B.S. 6	- - -	-	1 17 4½	50 15 0	- -	19 11 8	5 10 0	
Horsley, Long	Par.	- - -	-	3 19 1					
Houghton, Long	N.S. 2	- - -	-	2 6 8	10 0 0	- -	2 8 4		
Howden Pans	B.S.	50 0 0	1840	3 2 1					
Kenton	N.S.	121 0 0	1847						
Kieldar	B.S. 6	- - -	-	0 11 3	- - -	- -	6 5 0	1 1 0	
Knaresdale	N.S. 11	- - -	-	1 18 4	12 10 0	- -	- - -	1 13 0	
Kirk Whelpington	Par. 2	- - -	-	- - -	- - -	- -	25 0 0		
Lesbury	Ch. of E.	- - -	-	- - -	9 12 6				
Lillswood Subs. Sch.		- - -	-	1 2 8					
Longhurst	N.S.	56 0 0	1847	1 5 6¾					
Lowick	N.S. 5	75 0 0	1842	1 4 0	13 15 0	- -	- - -	2 5 0	
Lowick	B.S.	30 0 0	1840						
Lowick	R.C.	- - -	-	2 0 0½					
Lucker	Par.	- - -	-	1 13 4					
Melkridge	N.S.	*30 0 0	1837						
Mickley Colliery Sch.	12	- - -	-	3 2 8	17 10 0	- -	34 0 0	13 17 0	
Morpeth, Presbyterian	7	- - -	-	2 13 0	38 15 0	- -	15 0 0	7 1 0	
Morpeth, Borough or Corporation School	8	*200 0 0	1839	- - -	4 3 4				
Morpeth, St. James'	N.S. 1	200 0 0	1848	7 13 4½	213 10 0	- -	635 7 6	13 5 0	
" "	"	67 0 0	1853						
" "	"	9 6 8	1856						
Newbrough, Boys	N.S. 11	99 1 8	1854	0 15 4	28 15 0	- -	- - -	5 2 0	
Newcastle, Arthur's Hill School		335 0 0	1857						
Newcastle, Castle Garth or St. Nicholas'	N.S. 5	*150 0 0	1840	5 0 0½	42 0 0	- -	81 10 0	15 5 0	
" "	"	28 0 0	1841						
Newcastle, Church Schoolmasters' Association		- - -	-	0 8 4½					
Newcastle, Jubilee	B.S. 7	- - -	-	6 16 2¾	48 0 0	30 0 0	146 0 0	52 0 0	
Newcastle, Clergy Jubilee Trade (Lower S.)	5	- - -	-	- - -	7 10 0				
Newcastle, Ragged		852 0 9	1855	6 2 6	- - -	- -	- - -	- -	435 3 4

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NORTHUMBERLAND—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Newcastle, St. Andrew's	N.S. 5	*166 0 0	1839	11 13 1	158 6 8	- -	960 2 6	34 5 0	
" " "		1,130 0 0	1857						
Newcastle, St. Andrew's	R.C. 7	243 0 0	1856	17 9 2½	243 6 8	- -	1,551 0 0	47 14 0	44 15 0
" " Night S.		- - -	- - -	- - -	- - -	- - -	20 0 0		
Newcastle, Reformatory		- - -	- - -	- - -	- - -	- - -	- - -	- - -	253 15 0
Newcastle, St. John's	N.S. 5	*335 0 0	1838	22 18 0½	178 0 0	- -	936 11 8	26 5 0	
Newcastle, St. Mary's	R.C. 9	- - -	- - -	6 8 3	5 15 0				
Newcastle, St. Thomas'	N.S. 5	130 0 0	1852	- -	115 0 0	- -	784 12 6	25 0 0	
Newcastle (Sallyport)	B.S. 6	- - -	- - -	- - -	16 13 4	- -			
Ninebanks	N.S.	12 0 0	1844						
"	"	35 0 0	1848						
Norham	N.S. 4	121 0 0	1846	6 2 1½	18 0 0	- -	420 0 0	3 8 0	
Ord, East	B.S.	35 0 0	1840						
Ovington	N.S. 3	60 0 0	1845	4 3 4	13 15 0	- -	93 0 0		
"	"	23 0 0	1851						
"	"	10 5 8	1851						
Rochester	N.S.	- - -	- - -	4 2 8					
Scremerston	N.S. 3	63 0 0	1842	4 6 8	48 1 8	- -	492 4 2	27 1 0	
Seaton Burn	B.S.	*20 0 0	1836						
Shieldfield, All Saints'	N.S. 5	- - -	- - -	8 5 11½	5 10 0	- -	5 0 0		
Shields, North	N.S.	*300 0 0	1840						
Shields, North, Presbyterian School	5	250 0 0	1844	3 14 4	47 13 4	52 15 0	362 6 8	21 10 0	
Shields, North	R.C. 7	- - -	- - -	8 6 4	93 19 2	- -	391 14 2	28 7 0	
Shields, North, Union	B.S. 6	*225 0 0	1839	5 11 0½	33 0 0	- -	121 0 0	1 10 0	
Shoreswood	N.S. 4	124 0 0	1846	3 10 7½	17 10 0	- -	142 16 8	10 6 0	
"	"	11 9 0	1853						
Sighill	N.S.	- - -	- - -	2 14 2½					
Spittle	B.S.	*75 0 0	1839						
Stamfordham	R.C.	130 0 0	1857	2 1 8					
Sugleyfield	N.S.	*100 0 0	1838						
Walbottle Colliery S.		- - -	- - -	2 18 4					
Warrenford	B.S. 7	*20 0 0	1841	- -	12 10 0	- -	26 2 6	23 9 0	
Whitley Chapel	N.S.	70 0 0	1849	1 13 4½					
Whittonstall	N.S. 4	50 0 0	1847	12 8 4½	95 0 0	- -	90 0 0	40 2 0	
"	"	60 0 0	1857						
Wingates	N.S.	26 10 0	1842						
Witton (Nether)	N.S.	- - -	- - -	1 17 0					
Wooler	N.S.	*70 0 0	1838						
Wooler, Presbyterian S.	6	- - -	- - -	- - -	60 18 4	- -	27 1 8	26 16 0	
Wylam	Ch. of E. 2	526 0 0	1857	5 6 8	10 0 0	- -	10 0 0		
NOTTINGHAMSHIRE.									
Averham	N.S.	- - -	- - -	1 13 4					
Arnold	N.S.	172 0 0	1845						
Balderton	N.S. 4	283 0 0	1847	2 0 8½	15 0 0	- -	- - -	7 1 0	
Barnby-in-the-Willows	N.S. 4	57 0 0	1851	- - -	- - -	- -	- - -	4 12 0	
Basford	N.S. 4	390 0 0	1846	2 19 3	- - -	- -	- - -	5 8 0	
Beckingham	N.S. 3	222 0 0	1855	1 4 0	26 5 0	- -	- - -	10 9 0	
Beeston	N.S. 4	*144 0 0	1835	3 4 0	18 15 0	- -	28 15 0	7 16 0	
Besthorpe	N.S.	40 10 0	1845						
Bingham	Wes.	- - -	- - -	2 10 0					
Bingham	N.S. 4	- - -	- - -	- - -	3 15 0	- -	3 15 0	6 7 0	
Blidworth	N.S.	425 0 0	1848	2 6 8					
Bramcote	N.S. 4	*50 0 0	1837	- - -	- - -	- -	- - -	8 9 0	
"	"	0 10 8	1847						
Calverton	N.S. 3	- - -	- - -	- - -	- - -	- -	- - -	2 10 0	
Carrington	N.S. 3	*75 0 0	1836	3 7 5½	57 10 0	- -	50 1 8	22 10 0	
"	"	35 0 0	1857						
Chilwell	N.S. 3	246 0 0	1856	1 9 0	8 15 0				

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		Amount.	Date of Payment.						
OXFORDSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Deddington	N.S. 6	400 0 0	1854	5 3 9½	9 11 8	- -	29 5 0	17 8 0	
Dorchester	N.S.	*20 0 0	1837						
Drayton	N.S. 6	- - -	-	- - -	- -	- -	6 5 0	7 10 0	
Ensham	N.S.	228 3 6	1847						
Enstone	N.S.	*56 0 0	1837						
Ewelme	N.S. 6	- - -	-	1 12 0	6 5 0	- -	- -	12 8 0	
Goring	N.S. 6	- - -	-	1 19 11½	20 0 0	- -	6 5 0		
Hailey	N.S.	60 0 0	1848	1 9 0½					
Headington	N.S.	170 0 0	1848	3 3 11					
"	"	40 0 0	1849						
Henley-on-Thames.	N.S. 5	599 0 0	1850	7 1 11	138 15 0	- -	442 0 0	70 0 0	25 6 2
Ibstone	Ch. of E. 5	- - -	-	1 16 4½	43 0 0	- -	40 16 8	16 5 0	
Iffley	Ch. of E. 6	- - -	-	- - -	22 3 4	- -	45 0 0	29 4 0	13 5 6
Kidlington	N.S.	- - -	-	3 19 10					
Kirtlington	N.S. 6	- - -	-	- - -	13 15 0	- -	6 5 0	7 17 0	
Launton	N.S. 6	100 0 0	1846	1 9 0½	80 3 4	- -	6 5 0	23 15 0	
"	"	12 17 2	1851						
Lenfield	N.S.	*65 0 0	1840						
Leigh, North	N.S.	*48 0 0	1838						
Lewknor	N.S. 5	*83 0 0	1837	1 19 6½	5 0 0	- -	193 10 0	8 7 0	
"	"	3 15 0	1851						
Maple-Durham	Par. 6	- - -	-	- - -	- -	- -	6 5 0		
Milton, Great	N.S. 5	- - -	-	1 17 8½	5 0 0	- -	5 0 0		
Newington, North	N.S. 5	- - -	-	1 19 11½	5 0 0	- -	5 0 0	6 10 0	
Newington, South	N.S.	*67 0 0	1838	1 12 3½					
Norton, Chipping	N.S. 3	*100 0 0	1838	6 11 8½	91 19 2	- -	75 0 0	5 14 0	
"	"	42 13 4	1855						
Norton, Chipping	B.S. 4	300 0 0	1854	2 16 1½	44 12 6	- -	74 15 0	5 8 0	
Norton, Hook	B.S.	7 0 0	1845						
Nuneham	N.S. 6	- - -	-	7 0 8½	138 6 8	- -	345 4 8	70 19 0	
Oxford, Blue Coat Sch.	6	- - -	-	3 0 5½	50 0 0				
Oxford, Diocesan Board		- - -	-	39 5 9					
Oxford, St. Aldate's	N.S. 6	*72 0 0	1837	- - -	23 6 8	- -	21 5 0	2 15 0	
Oxford, St. Clement's		- - -	-	2 11 0½					
Oxford, St. Giles'	N.S.	*110 0 0	1838	1 1 10					
Oxford, St. Mary's	N.S. 5	- - -	-	- - -	26 10 0	- -	119 3 4	7 4 0	
Oxford, St. Paul's	N.S. 5	180 0 0	1848	3 19 0½	133 0 0	- -	328 13 4	28 17 0	3 15 0
Oxford, City	P.U. 8	- - -	-	- - -	- -	- -	28 0 0		
Ramsden	N.S.	68 0 0	1848	1 0 0					
Rollright, Great	N.S. 6	55 15 0	1853	- - -	- -	- -	- -	4 0 0	
Rotherfield (Grey's), Trinity, Infants	N.S.	60 0 0	1851						
Sandford	N.S.	45 0 0	1843						
Shiplake	N.S.	- - -	-	2 0 0½					
Shipton-under-Wychwood	N.S. 6	255 0 0	1854	2 0 0	21 5 0	- -	21 5 0	10 9 0	
Southstoke	N.S.	30 0 0	1842						
Summertown	N.S.	36 0 0	1848						
Swyncombe, Indust. Sch.	Ch. of E. 6	- - -	-	- - -	4 3 4	- -	- -	12 15 0	10 18 0
Sydenham (Wenman's)	N.S.	50 0 0	1851						
Tackley	N.S.	54 0 0	1841						
Teisworth		100 0 0	1849						
Tew, Great, Endowed S.	6	- - -	-	- - -	66 13 4	- -	60 0 0	8 5 0	
Tew, Little	N.S.	*30 0 0	1836						
"	"	10 0 0	1846						
Thame	N.S.	*120 0 0	1838						
"	"	60 0 0	1843						
Thame	B.S.	*150 0 0	1837						
Warborough	N.S.	45 0 0	1846						
Watlington	N.S. 5	50 0 0	1844	1 4 6½	- -	- -	9 13 4		
Westwell	N.S.	40 0 0	1855						
Wheatley	N.S. 6	- - -	-	1 18 8½	- -	- -	- -	3 4 0	
Witney	N.S. 5	*47 0 0	1837	4 9 9½	24 0 0	- -	305 13 4	3 18 0	
"	"	630 0 0	1857						
Witney	Wes. 10	- - -	-	6 0 2½	41 5 0	- -	186 10 0	52 18 0	
				a10 17 4					
Woodcote	N.S.	*35 0 0	1837						

a Scientific apparatus.

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	Amount.	Date of Payment.						
OXFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Woodstock - - N.S. 6	691 0 0	1855	8 6 8½	74 16 8	- -	48 6 8	30 5 0	
Woolvercot - - Par. 6	- -	-	- -	- -	- -	- -	9 14 0	
Wroxton - - N.S.	- -	-	2 0 0½					
RUTLANDSHIRE.								
Ashwell - Ch. of E. 12	- -	-	- -	33 11 8	- -	- -	3 9 0	
Braunston - - N.S.	40 0 0	1847						
Clipsham - - N.S.	77 0 0	1849						
Cottesmore - - N.S. 11	- -	-	- -	12 10 0	- -	- -	5 16 0	
Empingham, Foster, Charity - - N.S. 12	- -	-	1 4 3½	- -	- -	85 0 0	3 1 0	
Exton - - - N.S. 12	- -	-	1 10 2½	41 5 0	- -	63 0 0	16 10 0	
Hambleton - - N.S. 11	*30 0 0	1838	- -	50 0 0	- -	- -	5 10 0	
" - - "	25 0 0	1848						
Luffenham, South - N.S.	76 0 0	1847	1 0 6½					
Oakham, Model - N.S. 12	589 15 0	1852	6 5 0	118 16 8	- -	151 15 0	47 14 0	
Ryhall - - - N.S.	*50 0 0	1839						
Uppingham - - N.S. 7	- -	-	3 16 0	181 0 0	- -	74 7 6	15 4 0	
Wing - - - N.S.	84 0 0	1855						
SHROPSHIRE.								
Acton Burnell - N.S. 6	32 0 0	1848	1 8 3½	- -	- -	- -	1 8 0	
Ash - - - N.S.	88 0 0	1849	1 5 8					
Aston-in-Woore - N.S.	45 0 0	1848						
Aston-under-Edgmond - - - N.S.	60 0 0	1841						
Beckbury - - N.S. 5	96 7 6	1854	- -	- -	- -	- -	7 8 0	
Berrington - - N.S.	32 0 0	1844						
" - - "	1 4 6	1846						
Bishop's Castle - N.S. 6	50 0 0	1843	4 19 11½	81 5 0	- -	337 11 8	34 11 0	
" " - "	3 17 0	1848						
" " - "	6 13 4	1848						
" " - "	20 0 0	1856						
Bridgnorth, Blue Coat NS. 6	- -	-	1 10 0½	8 6 8	- -	6 5 0	- -	21 7 6
Bridgnorth, St. Leonard's, Upper Town - N.S. 5	14 17 6	1851	7 2 0½	170 13 4	30 0 0	442 16 8	13 16 0	
" " - "	493 13 4	1855						
Bridgnorth, St. Mary's, Low Town - - N.S. 5	156 19 0	1848	5 14 5½	53 15 0	60 0 0	151 3 4	8 16 0	
" " - "	9 19 8	1852						
" " - "	168 0 0	1857						
Bridgnorth, Schoolmasters' Association -	- -	-	0 16 8½					
Brockton - - N.S. 5	105 0 0	1846	1 19 5½	- -	- -	- -	3 0 0	
Broseley - - N.S. 5	16 4 9	1850	10 6 10½	72 9 2	- -	367 10 0	62 7 0	
" - - "	790 1 6	1855						
Cainham - - N.S.	*47 0 0	1835						
Chelmarsh - - N.S.	80 0 0	1851	2 0 0					
Chetwynd - - N.S. 5	- -	-	1 17 10½	- -	- -	- -	5 4 0	
Clun - - - N.S. 6	- -	-	- -	21 5 0	- -	- -	3 0 0	
Coalbrookdale, Girls and Infants - Ch. S. 5	- -	-	7 13 4½	25 16 8	- -	89 18 4	16 14 0	
Coalbrookdale Comp.'s, Boys - - - B.S. 6	- -	-	- -	20 0 0	- -	5 0 0	14 14 0	
Cockshutt - - N.S.	274 0 0	1857						
Dawley - - - N.S.	120 0 0	1842	1 8 5					
" - - "	30 0 0	1847						
Dawley Bank - Ch. S. 5	- -	-	3 0 0½	4 0 0				
Dawley, Poole Hill Ch. S. 6	- -	-	11 14 2½	76 10 0	- -	170 10 0		
Diddlebury - - N.S. 5	- -	-	1 15 0	13 15 0	- -	- -	4 10 0	
Donnington Wood - N.S. 6	- -	-	9 6 2½	183 10 0	- -	421 10 0	76 7 0	12 11 7
Drayton, Little - N.S. 6	50 0 0	1851	- -	- -	- -	21 5 0	30 2 0	
" " - "	30 0 0	1857						
Drayton, Market - N.S. 7	*170 0 0	1836	5 16 2½	25 0 0	- -	62 10 0	23 2 0	
" " - "	79 11 8	1856						

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SHROPSHIRE—*cont.*			£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Duddlestone Heath	N.S.	6	- - -	- - -	- - -	6 5 0	- - -	- - -	1 19 0	
Duddlestone, Subscription		6	- - -	- - -	1 16 3½	- - -	- - -	- - -	8 1 0	
Eardington	N.S.	5	25 0 0	1847	1 5 4½	- - -	- - -	- - -	5 17 0	
"			160 0 0	1855						
Eaton-Constantine	N.S.	5	42 0 0	1850	3 7 4½	5 0 0	- - -	- - -	8 15 0	
Ellesmere	N.S.	6	- - -	- - -	1 12 10½	91 15 0	- - -	32 10 0	4 10 0	
Hampton, (Welsh)	N.S.	5	53 10 0	1851	1 16 6	- - -	- - -	- - -	4 12 0	
"			120 0 0	1856						
Hinstock	N.S.	5	*60 0 0	1838	1 8 8½	5 0 0	- - -	5 0 0	16 4 0	
"			30 0 0	1855						
Hodnet	N.S.	6	*80 0 0	1838	2 4 9	- - -	- - -	- - -	9 11 0	
Hope Worthen	N.S.		70 0 0	1845						
Hope Bowdler	N.S.	5	122 8 0	1856	1 5 0	3 6 8	- - -	- - -	0 16 8	
Hopesay	Par.	6	- - -	- - -	1 16 8	- - -	- - -	- - -	2 10 0	
Hordley	N.S.	6	35 0 0	1845	1 0 10½	6 5 0	- - -	- - -	2 12 0	
"			20 0 0	1846						
Ironbridge, Severnside School		5	- - -	- - -	2 2 6½	28 3 4	- - -	20 0 0	5 2 0	
Jackfield	N.S.	5	160 0 0	1845	3 2 8½	- - -	- - -	226 2 6	32 16 0	
Kemberton	N.S.		100 0 0	1857						
Ketley	N.S.	5	- - -	- - -	- - -	49 10 0	- - -	56 3 4	33 5 0	
Kinlet	N.S.	6	58 0 0	1844	1 13 4½	- - -	- - -	- - -	8 10 0	
"			29 14 8	1855						
Kinnerley	N.S.		345 0 0	1857	1 14 6					
Lilleshall	N.S.	6	- - -	- - -	4 5 8½	118 15 0	- - -	288 3 4	64 6 0	15 5 0
Llanvair-Waterdine	N.S.		127 0 0	1855						
Loppington	N.S.	7	75 10 0	1853	1 6 9	- - -	- - -	- - -	3 15 0	
Ludlow	N.S.	7	900 0 0	1856	- - -	36 13 4	- - -	29 0 0	6 12 0	
Madeley	N.S.	6	230 0 0	1846	8 16 9½	107 10 0	29 11 8	617 16 8	80 18 0	
"			25 13 4	1850	a6 13 4					
Madeley Wood	Wes.	3	- - -	- - -	7 9 8½	32 10 0	- - -	77 3 4	48 6 0	
Macsbury	N.S.		42 0 0	1841						
Malin's Lee	N.S.	5	- - -	- - -	4 16 5	5 0 0	- - -	5 0 0	8 7 0	
Martin's, St.—The Lodge	N.S.	6	127 5 0	1853	2 15 4	66 13 4	- - -	21 5 0	11 0 0	
Meole Brace	N.S.	6	- - -	- - -	2 14 0	- - -	- - -	- - -	5 17 0	
Middle	Ch.S.	5	- - -	- - -	2 8 0	54 10 0	- - -	94 9 7	24 3 0	3 15 0
Middleton	R.C.	3	- - -	- - -	- - -	70 0 0	- - -	- - -	7 14 0	
Middleton in Chirbury	N.S.	8	60 0 0	1849	3 5 10	24 15 0	20 0 0	163 16 8	9 12 0	
" "			12 5 0	1849						
" "			15 0 0	1855						
Morville	N.S.		179 0 0	1857	2 1 8					
Nash	N.S.		75 0 0	1847						
Neen and Milson	N.S.		63 0 0	1848						
Onibury	N.S.		*30 0 0	1837						
Oswestry	N.S.		338 0 0	1842	14 10 9½	262 4 2	- - -	543 11 8	32 9 0	6 15 6
"			22 0 0	1854						
Oswestry	B.S.	8	*150 0 0	1841						
Pontesbury	Ch.S.	6	288 0 0	1856	3 1 6½	33 6 8	- - -	59 10 0	10 14 0	
Porthywaen	N.S.		*60 0 0	1839						
Prees	N.S.	6	160 0 0	1848	2 10 4¼	66 18 4	- - -	34 11 8	18 5 0	
Preston-on-the-Wildmoors	N.S.		25 0 0	1846						
"			11 13 0	1847						
Rhydycroesau	N.S.		85 0 0	1851						
Rodington	N.S.	6	102 0 0	1849	3 13 11½	26 5 0	- - -	53 15 0	27 2 0	
"			30 0 0	1854						
Ryton	N.S.		64 10 0	1856	1 0 0½					
Sambrook	N.S.		211 0 0	1857						
Sheinton	N.S.		60 0 0	1846						
"			10 0 0	1847						
Shelve	N.S.		45 0 0	1843						
Shiffnall	N.S.	5	- - -	- - -	- - -	24 1 8	- - -	25 0 0	14 11 0	
Shrewsbury, Coleham	N.S.	7	*120 0 0	1840	2 19 10	- - -	- - -	211 13 4	12 9 0	
" "			90 0 0	1844						
" "			75 12 8	1849						

a Scientific apparatus.

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SHROPSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Shrewsbury, St. Alkmond's	Ch. S. 5	180 0 0	1856	5 6 8	5 0 0	- -	5 0 0	10 17 0	
Shrewsbury, St. Chad's	N.S.	*290 0 0	1838						
Shrewsbury, St. Mary's and St. Michael's	N.S. 5	38 6 0	1847	11 13 7½	36 6 8	- -	240 13 4		
Shrewsbury	B.S. 5	- -	- -	12 15 11½	76 7 6	- -	443 13 4	7 0 0	
Shrewsbury and Shropshire Schoolmasters' Association		- -	- -	2 10 10½					
South-east Salop, District Par. Union	S. 11	- -	- -	- -	- -	- -	5 0 0		
Stoke, St. Milborough	N.S.	116 0 0	1857	- -	- -	- -	- -	1 15 0	
Stokesay	N.S. 7	289 4 0	1857	2 1 8½	20 0 0	- -	- -	2 5 0	
Stottesden	N.S.	*125 0 0	1838						
Tilstock	N.S.	*60 0 0	1838						
Wellington	N.S. 5	31 15 0	1848	8 14 2½	35 0 0	- -	168 6 8	39 15 0	
"	"	725 6 8	1855						
Wellington, St. Patrick's	R.C. 6	- -	- -	5 3 4½	- -	- -	- -	7 13 0	
Wem	N.S. 6	150 0 0	1840	3 8 8	26 2 6	- -	34 1 8	36 19 0	
Wem	B.S.	*200 0 0	1840						
Wenlock, Much	N.S. 5	207 0 0	1849	9 2 9½	65 0 0	- -	205 16 8	57 13 0	
Westbury	N.S. 5	173 0 0	1850	4 13 4	72 0 0	- -	152 16 8	31 0 0	
"	"	31 13 4	1855						
Whitchurch, Boys, Endowed	N.S. 5	32 0 0	1854	6 19 2½	54 0 0	- -	404 10 0	8 14 0	
"	"	17 0 0	1855						
Whitchurch, Girls	N.S. 5	- -	- -	2 13 4	- -	- -	146 0 0	4 0 0	
Whittington	N.S. 6	214 10 0	1854	3 1 7½	10 0 0	- -	6 5 0	11 15 0	
Whixall	N.S.	100 0 0	1850						
"	"	50 0 0	1850						
Wombridge, Oakengates	N.S. 5	204 0 0	1846	4 2 1	- -	- -	86 18 4	14 19 0	
"	"	4 16 8	1849						
Woore, St. Leonard's	N.S.	42 0 0	1842	0 5 0					
"	"	12 0 0	1844						
"	"	5 0 0	1847						
"	"	52 0 0	1854						
Worfield, Endowed	S. 5	- -	- -	- -	10 0 0	- -	32 10 0		
Worthen	N.S. 5	93 0 0	1852	3 2 0½	- -	- -	171 0 0	19 7 0	
Wrockwardine	N.S. 5	80 0 0	1854	3 15 10	108 0 0	- -	148 15 0	28 12 0	
"	"	41 0 0	1857						
Wrockwardine Wood	N.S.	- -	- -	3 19 7					
SOMERSETSHIRE.									
Aller	N.S.	*35 0 0	1835						
Ash	N.S.	50 0 0	1847						
Backwell	N.S. 12	- -	- -	- -	46 10 0	- -	47 10 0	10 19 0	
Bagborough, West	N.S.	*40 0 0	1838						
Bath Abbey and St. James'	N.S. 12	7 12 6	1850	4 3 8	69 0 0	49 11 8	391 0 0	5 13 0	
"	"	12 6 8	1853						
Bath, Beacon Hill	N.S. 11	- -	- -	- -	- -	- -	220 0 0		
Bath, Deanery, Ch. Schoolmasters' Association	"	- -	- -	5 0 0½					
Bath, Octagon Chapel	N.S. 12	- -	- -	1 14 10	20 0 0	- -	28 15 0	20 0 0	
Bath, St. Saviour's	N.S. 11	150 0 0	1846	8 7 1½	127 10 0	- -	396 19 2	31 0 0	
"	"	9 6 0	1851						
"	"	5 0 0	1856						
Bath, Sutcliffe's Industrial	S. 10	- -	- -	- -	- -	- -	- -	- -	510 18 4½

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SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bath, Walcot, St. Swithin's - - N.S. 11	450 0 0	1842	14 6 1¾	60 10 0	- -	1,363 5 0	66 8 0	
" " " "	13 15 6	1849						
" " " "	16 9 4	1850						
" " " "	15 15 0	1851						
" " " "	16 10 0	1854						
" " " "	33 6 8	1855						
Bath, Walcot, Trinity N.S. 11	*115 0 0	1838	3 12 0	55 10 0	- -	229 0 0	40 0 0	
" " " "	409 0 0	1856						
Bath, Weymouth House, Central - N.S. 12	25 10 1	1850	16 18 4½	183 0 0	- -	1,075 13 4	26 14 0	
" " " "	38 6 8	1851						
" " " "	23 15 2	1852						
" " " "	140 0 0	1854						
Bath and Bath Forum - - B.S. 3	460 0 0	1854	- -	- -	- -	62 17 6	15 0 0	
Bath and Wells, Diocesan Board of Education - - -	- - -		40 0 0					
Bath - - - R.C. 6	- - -		6 14 11	103 10 0	- -	334 11 8	27 10 0	
Bath - - - P.U. 8	- - -		- - -	- - -	- -	228 8 4		
Beckington - - Par. 6	- - -		- - -	15 3 4	- -	20 0 0	11 3 0	
Bedminster and St. Paul's District - N.S. 11	*252 0 0	1838	21 19 6½	134 10 0	- -	1,598 10 10	69 16 0	
" " " "	4 1 0	1848						
" " " "	65 0 0	1849						
" " " "	28 6 8	1852						
" " " "	12 2 8	1855						
Bedminster Deanery S. -	3 15 0	1847						
Bedminster - - B.S. 3	288 0 0	1847	15 12 4	101 8 4	- -	879 5 0	11 7 0	
" " " "	335 0 0	1855						
Berrow - - - N.S.	70 0 0	1843	0 19 11½					
Bishport, or Bishopworth - - N.S.	100 0 0	1842	3 4 4½					
" " " "	9 16 8	1852						
" " " "	232 13 7	1856						
Bleadon - - - N.S. 10	146 1 0	1854	1 1 0½	6 13 4	- -	- -	5 13 0	
Bradford - - N.S.	50 0 0	1845						
Brent, East - - N.S.	70 0 0	1841						
" " " "	8 3 6	1846						
Bridgewater, Girls N.S. 2	27 10 0	1853	3 6 8	21 16 8	- -	130 8 4		
Bridgewater (Dr. Morgan's) - - N.S. 2	- - -		10 0 2½	54 5 0	- -	376 18 4		
Bridgewater, General S. - - 10	- - -		1 3 4½	2 10 0				
Bridgewater, St. Mary's, Mount Street, Infants - N.S.	111 0 0	1846						
Bridgewater (Provident Place) Infants S. - 10	- - -		- - -	47 3 4	- -	145 15 0	27 12 0	
Bridgewater - - Wes.	- - -		2 13 4½					
Brislington, Arno's Court, Reformatory - - - R.C. 6	- - -		5 1 8½	- -	- -	- -	- -	112 3 8R
Brompton Ralph - N.S. 3	- - -		0 18 8	- -	- -	- -	0 12 0	
Brushford - - N.S.	*22 0 0	1840						
Bruton - - - N.S. 6	171 15 0	1853	2 1 10½	11 0 0	- -	122 16 8	14 19 0	
Buckland Dinham - N.S. 10	102 0 0	1849	- - -	- - -	- -	- -	2 18 0	
Burnham - - N.S.	200 0 0	1857						
Burrington School - - 3	- - -		- - -	- - -	- -	- -	6 5 0	
Burrowbridge - Ch. of E.	- - -		1 0 5					
Butleigh - - - N.S. 1	151 0 0	1846	2 7 8½	50 3 4	- -	102 0 0	30 10 0	
" - - -	40 0 0	1854						
Cannington - - N.S. 2	*140 0 0	1836	7 1 3½	87 17 6	16 13 4	307 10 0	24 9 0	
Castle Cary - - N.S. 6	110 0 0	1845	1 17 7½	22 10 0	- -	- -	10 1 0	
" - - -	20 0 0	1847						
" - - -	63 0 0	1856						
Catcott - - - N.S.	37 10 0	1843						
Chantry, Indust. Sch.	782 2 0	1857	12 10 8½					

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	Amount.	Date of Payment.						
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chard - - - N.S. 2	- - -	- - -	- - -	- - -	- - -	- - -	4 8 0	
Charlton, West - N.S. 2	- - -	- - -	- - [a]	8 15 0	- -	1 5 0		
Cheddar - - - N.S.	- - -	- - -	2 8 4½					
Cheddon Fitzpaine - N.S.	80 0 0	1847	1 3 4½					
Chew-Magna - - Par. 6	- - -	- - -	- - -	- - -	- - -	4 3 4	7 7 0	
Chilton upon Polden N.S.	*30 0 0	1840						
Cleeve (Old) - - N.S. 1	35 0 0	1854	3 2 3½	- - -	- - -	51 13 4	13 15 0	
Clevedon - - N.S. 6	*25 0 0	1835	3 15 0	39 3 4	- -	154 11 8	6 1 0	
Clutton - - - N.S.	*44 0 0	1839						
Coker, East, Juvenile and Infants - B.S. 10	- - -	- - -	9 16 7½	71 13 4	25 0 0	323 10 0	38 19 0	8 6 0
Coleford - - - N.S.	*60 0 0	1835	2 14 11½					
" - - - - "	102 0 0	1849						
" - - - - "	6 13 4	1853						
Combe Down - - N.S. 11	30 0 0	1847	1 17 5½	60 18 4	-	132 18 4	15 15 0	
" - - - "	5 10 0	1852						
Combe Florey - - N.S.	30 0 0	1846						
Combe, St. Nicholas' N.S. 2	- - -	- - -	- - -	63 5 0	- -	83 6 8	31 8 0	
Combwich - - N.S.	120 0 0	1857						
Compton Bishop - N.S.	50 0 0	1844						
Compton Martin - N.S.	55 0 0	1843						
Congresbury - - N.S.	- - -	- - -	2 14 0					
Corston - - - N.S.	60 0 0	1844						
" - - - "	14 0 0	1845						
Coxley - - - N.S.	60 0 0	1843						
Crewkerne - - N.S. 2	250 0 0	1848	- - -	148 5 0	- -	185 3 4	43 14 0	
Curry, North - - N.S. 2	238 0 0	1848	2 0 11½	56 5 0	- -	198 6 8	14 17 0	
Cutcombe, Endowed N.S.	- - -	- - -	2 19 6					
Downside, Ch. Ch. - N.S. 12	40 0 0	1841	1 15 4½	- -	- -	- -	4 4 0	
" " - "	20 0 0	1843						
" " - "	3 16 0	1845						
" " - "	25 0 0	1846						
Dunkerton - - N.S.	80 0 0	1848						
Dunster - - - Wes. 10	50 0 0	1849	6 5 4¾	105 5 0	- -	217 10 0	20 15 0	
" - - - "	95 0 0	1853						
Eastover, St. John's N.S.	117 0 0	1847						
" " - "	58 10 0	1850						
Elworthy " - - N.S.	*50 0 0	1838	1 10 0					
Evercreech - - N.S. 6	75 0 0	1842	5 8 6	193 0 0	90 0 0	302 0 0	78 19 0	
" - - - "	1 4 3	1847	a14 14 0					
" - - - "	443 9 0	1855						
" - - - "	157 0 0	1857						
Failand - - - N.S. 12	*40 0 0	1839	- - -	- - -	- - -	89 7 6	8 13 0	
" - - - "	20 0 0	1848						
" - - - "	3 15 6	1848						
Flax Bourton - - N.S.	- - -	- - -	0 16 0¾					
Freshford - - Ch. S. 11	100 0 0	1848	2 18 2	38 16 8	- -	90 0 0	9 19 6	
" - - - "	4 15 0	1853						
Frome - - - B.S. 3	- - -	- - -	2 8 0	- -	- -	7 6 8		
Frome, Ch. Ch. - N.S.	181 0 0	1843	1 3 0¼					
Frome, Trinity - N.S.	125 0 0	1841	1 7 9					
" " - "	25 0 0	1846						
Frome, Selwood - N.S. 6	28 6 6	1853	1 17 10¾	90 13 4	- -	101 13 4	11 2 0	
" " - "	34 2 10	1857						
Glastonbury, Boys - N.S. 2	- - -	- - -	5 18 11½	38 0 0	- -	63 0 0	10 10 0	
Glastonbury, Girls - N.S. 2	- - -	- - -	- - -	5 16 8				
Hambridge - - N.S.	100 0 0	1847						
Hatch-Beauchamp - N.S. 2	- - -	- - -	- - -	- - -	- -	- -	5 5 0	
Hinton, St. George's N.S.	287 0 0	1850	1 10 3½					
Horsington - - N.S.	378 0 0	1857	1 11 7					
Hursh-Champflower N.S.	- - -	- - -	2 0 0¼					
Hull, Bishop's - N.S. 2	129 0 0	1848	2 2 2	25 18 4	- -	77 1 8	16 0 0	
Ilchester - - N.S.	*79 0 0	1837	3 4 7¼					
Ilminster - - N.S.	500 0 0	1855						
Keinton Mandeville N.S.	42 0 0	1846						
Kenn - - - N.S.	37 10 0	1842	- - -	- - -	- - -	- - -	3 5 0	
Keynsham - - N.S. 11	- - -	- - -	4 16 8½	27 1 8	- -	23 15 0	9 2 0	
" - - - "	568 0 0	1857						
Kilmersdon - Ch. of E.	309 0 0	1857						
Kingsdon - - N.S.	*52 0 0	1838	3 9 1½					

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	Amount.	Date of Payment.						
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Langford Budville - N.S. 2	- - -	-	- - -	- - -	- - -	- - -	5 10 0	
Leigh-upon-Mendip Sch. 6	- - -	-	- - -	- - -	- - -	- - -	8 1 0	
Linnington - - N.S.	*35 0 0	1834						
Littleton, High - N.S. 12	140 0 0	1844	2 0 5	- - -	- - -	- - -	9 8 0	
" " - "	4 11 4	1852						
Lovington - - Ch. S. 11	- - -	-	1 17 0	- - -	- - -	31 5 0		
Lyncombe, St. Mark's N.S. 11	260 0 0	1845	11 6 5½	49 10 0	- -	916 6 8	63 10 0	
" " - "	25 0 0	1853						
Mark " - - N.S. 6	100 0 0	1845	1 0 0	- - -	- - -	21 5 0	5 4 0	
" - - - "	23 6 8	1856						
Martock - - N.S. 2	152 10 0	1848	3 10 10	83 15 0	- -	201 10 0	16 10 0	
" - - - "	5 18 0	1851						
Mells - - Ch. of E. 6	- - -	-	- - -	12 13 4	- - -	11 6 8	10 19 0	
Merriott - - N.S. 2	*66 0 0	1835	2 16 1	5 10 0	- -	2 10 0	3 6 0	
Middlezoy - - N.S. 6	100 0 0	1844	3 13 8½	- - -	- - -	- - -	12 11 0	
" - - "	2 18 6	1848						
" - - "	33 0 0	1849						
Milborne Port - N.S. 2	- - -	-	2 1 2	36 5 0	- -	1 5 0	13 16 0	
Milborne Port - B.S. 10	- - -	-	1 17 10½	- - -	- -	15 0 0	26 4 0	
Milverton - - N.S. 2	- - -	-	12 1 4½	156 16 8	- -	763 4 2	28 12 0	
Monksilver - - N.S.	66 0 0	1847						
" - - - "	10 0 0	1857						
Montacute - - N.S. 1	126 0 0	1848	6 15 8	18 0 0	- -	270 0 0	54 18 0	
" - - "	9 6 4	1852						
" - - "	49 0 0	1857						
Montecleife - - N.S.	- - -	-	1 0 5½					
Mudford - - - N.S.	81 0 0	1848	1 19 5	37 10 0	- -	170 4 2	19 4 0	
Nailsea - - - Par. 6	- - -	-	1 0 2½	- - -	- - -	36 5 0	11 17 0	
Nailsea, Ch. Ch. - N.S. 6	150 0 0	1844						
" " "	4 14 0	1845						
Nettlecombe, Yard N.S. 2	- - -	-	- - -	28 15 0	- -	83 15 8	25 19 0	
Norton, Midsomer - N.S. 11	101 10 0	1841	7 5 5½	- - -	- - -	157 1 8	4 10 0	
" " - "	70 0 0	1846						
" " - "	15 2 10	1849						
" " - "	14 5 5	1852						
Norton, St. Philip's, Infants - - N.S.	40 0 0	1841						
Paulton - - - N.S. 11	50 0 0	1845	5 7 6½	171 7 6	25 0 0	391 3 4	67 19 0	
" - - - "	67 0 0	1846						
" - - - "	1 11 6	1847						
" - - - "	5 10 0	1847						
" - - - "	5 6 8	1853						
" - - - "	54 0 0	1856						
" - - - "	3 16 0	1856						
Pennard, East - N.S.	35 0 0	1843						
Pennard, West Ch. of E. 1	81 0 0	1852	1 4 8	83 16 8	- -	164 5 0	52 16 0	
" " - "	6 17 0	1854						
" " - "	178 0 0	1854						
" " - "	10 0 0	1856						
" - - "	14 0 0	1857						
Pensenwood - - N.S.	69 0 0	1847						
Petherton, North, - N.S. 2	*150 0 0	1839	6 17 5½	77 5 0	- -	133 10 0	36 1 0	
" " - "	28 13 0	1854						
" " - "	12 6 8	1857						
Pill (Benevolent) S. - 4	5 0 0	1851	10 8 7	58 5 0	- -	412 8 4	49 18 0	
" - "	650 0 0	1855						
Pill - - - B.S. 4	- - -	-	- - -	- - -	- - -	123 0 0	2 15 0	
Pilton - - - N.S.	40 0 0	1847						
Pitminster - - N.S. 2	75 0 0	1843	2 15 6½	16 5 0	- -	175 0 0	7 14 0	
" - - "	45 0 0	1845						
" - - "	25 0 0	1856						
Portishead - - N.S. 11	2 15 0	1845	1 18 10½	32 6 8	- -	399 0 0		
" - - "	83 0 0	1847						
" - - "	50 0 0	1847						
" - - "	16 10 0	1855						
Publow, Pyne's - N.S. 6	- - -	-	- - -	- - -	- - -	6 5 0	9 8 0	
Radstock - - N.S. 11	- - -	-	9 2 11½	82 12 6	- -	301 11 8	28 15 0	
Redcliff, St. Mary's N.S. 12	1,326 0 0	1856	14 10 0	22 3 4	- -	165 10 0	58 18 0	
Redcliff (Pile Street), St. Mary's, Infant - 12	- -	-	- - -	5 6 8	- -	- -	14 8 0	

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	Amount.	Date of Payment.						
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rimpton - - N.S.	32 0 0	1845	1 3 1½					
Rockwell Green - N.S. 2	12 0 0	1857	3 17 5	33 5 0	- -	269 5 0	25 9 0	
Seavington, St. Michael's - - N.S.	45 0 0	1844						
Shepton Beauchamp N.S.	*60 0 0	1838						
Shipham - - N.S.	*40 0 0	1840						
Stoke Trister - - N.S.	22 0 0	1842						
Stowey, Nether Ch. S. 3	114 0 0	1856	3 9 2	22 10 0	- -	62 1 3	14 5 0	
Street and Walton - B.S. 10	*100 0 0	1837	1 19 1½	31 16 8	- -	90 15 0	24 4 0	
" " - "	4 3 8	1847						
Sutton, Bishop's - N.S.	70 0 0	1844						
Taunton, Central - N.S. 2	*185 0 0	1838	13 11 10½	72 1 8	- -	497 18 4	28 12 0	
" " - "	2 7 6	1848						
" " - "	20 0 0	1851						
" " - "	35 0 0	1852						
" " - "	48 0 0	1856						
Taunton, Trinity - N.S. 1	- - -		12 1 10½	115 10 0	- -	601 18 4	19 8 0	
Taunton - - - B.S. 10	*200 0 0	1840	11 3 9	135 4 2	- -	493 0 10	57 10 0	
" - - - "	29 15 8	1853						
" - - - "	4 12 8	1854						
" - - - "	44 0 0	1856						
Taunton, Original Infant S. - - - 10	27 0 0	1855	- -	33 10 0	- -	109 10 0	14 1 0	
Taunton, St. George's R.C.	- -		1 9 11½					
Taunton - - - P.U. 2	- -		- -	- -	- -	0 8 4		
Temple Combe - N.S. 2	60 0 0	1845	- -	- -	- -	- -	3 5 0	
Thorn Falcon - N.S. 1	- -		1 0 0	12 0 0	- -	- -	7 10 0	
Tickenham - - N.S.	98 0 0	1852						
Timberscombe, Endowed - - N.S.	- -		2 1 4½					
Treborough - - N.S.	- -		1 6 8					
Twerton - - Ch. S. 11	636 6 0	1855	5 0 0	52 10 0	- -	141 2 6	39 9 0	
" - - - "	- -		a12 2 8					
Wanstrow - - N.S.	72 0 0	1856						
Wellington - - N.S. 2	- -		2 4 9	68 15 0	- -	306 13 4	33 11 0	
Wellington (Fox's) B.S. 10	- -		3 16 4½	46 10 0	- -	46 10 0	26 14 0	
Wellow - - - N.S. 7	128 0 0	1852	1 12 7½	- -	- -	- -	12 14 0	
Wells, Blue School - 5	- -		1 16 8½	- -	- -	8 15 0	- -	
Weston (near Bath) N.S. 11	266 0 0	1847	6 5 9	103 3 4	- -	393 18 4	101 8 0	
Weston-super-Mare N.S. 11	270 0 0	1845	11 3 3	22 18 4	- -	722 2 6	54 0 0	
" " - "	50 0 0	1852						
Weston-super-Mare B.S. 10	123 13 4	1855	2 15 10	- -	- -	- -	9 14 0	
" " - "	46 0 0	1857						
Weston Zoyland - N.S.	60 0 0	1842	1 10 0					
" " - "	6 4 0	1847						
Widcombe (Bath) - N.S. 11	31 5 4	1853	7 3 1	68 1 8	- -	716 6 0	26 3 0	
Widcombe, Infts. - Par. 11	- -		- -	21 6 8	- -	29 0 0	7 19 0	
Wincanton - - N.S. 1	*130 0 0	1838	1 1 11	- -	- -	52 10 0	6 15 0	
" - - - "	6 15 0	1856						
Winford - - N.S. 6	96 0 0	1847	- -	- -	- -	- -	6 17 0	
Winscombe - - B.S.	*50 0 0	1835						
Wiveliscombe - N.S.	176 0 0	1842						
Wookey - - - N.S. 5	100 0 0	1845	3 14 3	23 6 8	- -	20 0 0	18 17 0	
" - - - "	69 0 0	1855						
Wootton, North - N.S. 5	- -		- -	- -	- -	- -	2 11 0	
Wraxall - - - N.S. 12	4 8 0	1848	3 4 10	77 1 8	- -	283 7 6	16 19 0	
Wrington - - N.S. 6	*35 0 0	1842	6 5 0	24 8 4	- -	29 11 8	5 15 0	
" - - - "	706 0 0	1857						
Writhlington - - N.S.	30 0 0	1847						
Yatton - - - N.S.	*72 0 0	1835	2 6 1½					
" - - - "	105 0 0	1844						
" - - - "	4 15 0	1853						
Yeovil - - - N.S. 1	250 0 0	1846	9 4 1	68 15 0	- -	333 0 0	8 8 0	
" - - - "	18 8 8	1852						

a Scientific apparatus.

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	Amount.	Date of Payment.						
STAFFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Acton, Trussell & Bednall - - - N.S.	353 0 0	1857						
Adbaston - - - N.S.	45 0 0	1844						
„ - - - „	16 0 0	1848						
Alrewas - - - N.S. 12	460 0 0	1856	3 7 4½	53 15 0	- - -	69 8 4	29 8 0	
Alton - - - N.S. 11	108 0 0	1845	- - -	12 0 0	- - -	- - -	10 6 0	
Alton, St. John's - R.C. 7	- - -	-	2 10 0½	150 10 0	- - -	149 3 4	1 10 9	
Amblecote - - N.S. 1	656 0 0	1857	- - -	56 13 4	- - -	29 0 0	30 14 0	
Amblecote (Denis' Park) - - - N.S.	206 0 0	1847	9 16 0					
Areley, Upper - N.S. 5	- - -	-	1 0 0½	47 10 0	- - -	- - -	22 17 0	
Aston, St. Saviour's N.S.	80 0 0	1848						
Aston-in-Stone, St. Michael's - R.C. 3	- - -	-	1 5 4½	21 1 8				
Audley - - N.S. 11	*a*130 0 0	1834	6 7 4½	26 5 0	- - -	44 0 0	53 4 0	
„ „ - - „	6 10 0	1845						
„ „ - - „	40 0 0	1848						
„ „ - - „	40 0 0	1850						
„ „ - - „	313 10 0	1855						
„ „ - - „	36 0 0	1856						
Audley - - - Wes. 11	- - -	-	7 17 7½	64 10 0	- - -	359 2 6	65 16 0	
Barr, Great - - N.S.	570 0 0	1857	4 3 4½					
Betley - - - N.S. 9	256 0 0	1855	6 9 2½	41 13 4	- - -	250 16 8	23 4 0	
Biddulph Moor - N.S. 9	155 6 8	1853	4 4 10½	- - -	- - -	15 0 0	9 10 0	
Bilston, St. Leonard's - - - N.S. 3	265 0 0	1849	4 14 11½	62 10 0	- - -	174 7 6	21 16 0	
Bilston, St. Luke's, Infants - - N.S.	175 10 0	1852						
Bilston, St. Mary's N.S. 3	350 0 0	1840	8 18 8	121 10 0	- - -	373 0 0	20 10 0	
„ „ - - „	108 0 0	1843						
„ „ - - „	120 0 0	1845						
„ „ - - „	21 0 0	1848						
„ „ - - „	40 0 0	1851						
Bilston - - - B.S.	*150 0 0	1839						
Bilston - - - Wes. 5	- - -	-	3 6 8½	36 6 8	- - -	39 7 6		
Bilston, St. Joseph's R.C. 7	- - -	-	9 2 8½	60 16 8	- - -	461 0 0	19 15 6	
„ „ - Night S.	- - -	-	- - -	- - -	- - -	5 0 0		
Bishop's Wood - N.S.	273 0 0	1856						
Birchills (Mixed) - N.S. 1	344 0 0	1855	3 6 5½	- - -	- - -	- - -	2 13 0	
Blakenall Heath, Infants - - N.S.	75 0 0	1843						
„ „ - - „	40 0 0	1846						
Bloxwich - - N.S. 2	81 0 0	1845	9 10 7½	- - -	- - -	1 5 0		
„ - - - „	22 0 0	1849						
„ - - - „	16 13 4	1853						
„ - - - „	12 0 0	1856						
Blymhill - - Par. 5	416 0 0	1857	3 9 2½	13 6 8	- - -	5 0 0	13 18 0	
Brereton - - N.S. 3	75 0 0	1846	1 10 0½	49 10 0	- - -	35 0 0	12 6 0	
„ - - - „	20 0 0	1850						
„ - - - „	30 0 0	1855						
Brewood - - N.S. 10	- - -	-	- - -	7 10 0				
Brewood, St. Mary's R.C. 7	- - -	-	1 10 2	- - -	- - -	162 5 10	19 0 2	
Brierley Hill - - N.S. 3	*270 0 0	1835	4 14 0½	25 0 0	- - -	223 0 0	30 16 0	
„ „ - - „	150 0 0	1843						
„ „ - - „	15 0 0	1845						
Brierley Hill - - Wes. 3	- - -	-	13 19 2½	76 10 0	- - -	96 7 6	53 13 0	
Brockmoor - - N.S.	300 0 0	1846						
Bromley, Abbot's - N.S.	90 0 0	1844						
Bromley, King's - N.S.	30 0 0	1853						
Bromwich, West, All Saints' - - N.S. 3	- - -	-	9 6 9	97 16 8	- - -	132 16 8	51 15 0	
Bromwich, West, Ch. Ch. - - N.S. 3	- - -	-	5 4 1	17 10 0	- - -	26 16 8	22 5 0	
Bromwich, West, Gold's Hill - Ch. S. 2	- - -	-	- - -	67 2 6	22 18 4	19 16 8	14 12 0	
Bromwich, West, Holy Trinity - N.S. 3	155 0 0	1843	5 5 6½	160 11 8	- - -	548 8 4	70 8 0	
„ „ - - „	22 0 0	1846						
„ „ - - „	120 10 0	1855						

a Being one-third of a grant towards erecting this school, in conjunction with two others, in the same parish, viz., "Talk-o'-the-Hill" and "Alsagers'" (now called "Chesterton").

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STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bromwich, West, St. James', Hill Top N.S. 4	400 0 0	1845	7 9 11	197 0 0	- -	781 6 8	85 3 0	
Bromwich, West, Ebenezer Independent Sch.	100 0 0	1840						
Bromwich, West, Summit - - B.S. 2	- - -	- - -	- - -	72 3 4	- -	412 13 4	17 14 0	
Bromwich West - Wes. 2	- - -	- - -	4 9 11¼	144 4 2	- -	591 6 8	68 15 0	
Bromwich, West. Hill Top - - Wes. 2	- - -	- - -	19 9 6¼	38 6 8	16 8 0	352 15 0	53 4 0	
Bromwich, West. - R.C.	- - -	- - -	1 17 1					
Brown Edge - - N.S. 9	131 11 0	1846	5 0 8½	- -	- -	- -	2 12 0	
Burslem, Dale Hall N.S.	*150 0 0	1836	3 4 11½					
" "	100 0 0	1843						
Burslem, St. John's N.S. 11	27 16 8	1853	12 1 10½	145 18 4	- -	429 17 6	16 11 0	
" " - "	15 0 0	1855						
Burslem, St. Paul's (Sytch) - - N.S.	111 10 0	1841						
" " - "	23 0 0	1847						
Burslem " - - Wes. 12	441 0 0	1851	9 12 5½	76 18 4	- -	576 4 2	47 19 4	
Burton-on-Trent, Ch. Ch. - - N.S. 12	310 0 0	1844	7 13 5	174 0 0	67 10 0	788 13 4	28 0 0	
" " - "	118 0 0	1855						
Burton-on-Trent (Anderstaff Lane), Trinity - - N.S.	100 0 0	1846						
Burton-on-Trent - B.S. 12	237 10 0	1845	5 0 7½	- -	- -	377 6 8		
" - - - "	10 9 6	1847						
" - - - "	26 13 4	1854						
Bushbury - - N.S. 4	- - -	- - -	3 6 5½	71 10 0	- -	233 12 6	27 17 0	6 17 6
Butt Lane - - N.S.	159 0 0	1847	3 15 0½					
" - - - "	36 0 0	1856						
Cannock, Endowed N.S. 10	- - -	- - -	2 5 4½	61 17 6	22 18 4	120 10 0	8 18 0	3 4 6
Capponfield Iron Works Ch. S. 2	- - -	- - -	- - -	15 0 0	- -	16 5 0	13 19 0	
Cauldon, Low - N.S. 12	100 0 0	1848	1 17 11½	- -	- -	6 5 0	2 9 0	
Caverswall - - N.S. 9	- - -	- - -	- - -	- -	- -	- - -	9 12 0	
Cheadle - - N.S. 11	150 0 0	1840	9 16 6¼	87 16 8	- -	674 8 4	66 19 0	
" - "	412 8 0	1845						
" - "	53 6 8	1855						
Cheadle, St. Giles' - R.C. 7	- - -	- - -	2 14 10½	150 0 0	37 10 0	350 0 0	8 2 0	
Cheadle, St. Wilfred's R.C. 9	- - -	- - -	1 0 0	38 6 8				
Cheddleton - - N.S. 10	221 4 6	1855	5 0 0½	11 5 0	- -	- -	16 17 0	
Cheslyn Hay - - B.S.	100 0 0	1840						
Chesterton - - N.S. 10	834 0 0	1857	- - -	72 15 0	- -	228 0 0	55 14 0	
Chesterton (late Alsager's Bank) - N.S.	*a130 0 0	1834						
" " - "	20 0 0	1845						
Chorlton - - N.S.	68 0 0	1849						
Cobridge - - - N.S. 10	- - -	- - -	- - -	- - -	- -	- - -	13 10 0	
Cobridge, St. Peter's R.C. 9	- - -	- - -	3 19 10½	112 16 8	- -	202 11 8	53 15 4	
Coseley, Ch. Ch. - N.S. 4	193 0 0	1845	11 5 5½	36 5 0	- -	596 11 8	45 3 0	
" " - "	9 14 6	1848						
Coseley (Prince's End) N.S. 4	318 0 0	1845	3 7 7	2 10 0				
Coseley, West - N.S.	252 0 0	1845						
Coseley (Darkhouse Lane) - - - B.S.	*150 0 0	1837						
Cranberry Alley - N.S.	*25 0 0	1840						
Creswell, St. Mary's R.C. 9	- - -	- - -	4 3 5½	66 13 4	- -	136 0 10	44 1 8	
Croxton - - - N.S.	163 0 0	1855						
Darlaston Green, St. George's - N.S. 3	364 0 0	1844	3 0 0½	84 0 0	- -	107 10 0	65 3 0	
" " - "	4 10 0	1853						
" " - "	5 0 0	1856						
Darlaston - - B.S.	*300 0 0	1837						
Dilhorne, Endowed Free - - - N.S.	- - -	- - -	2 9 5½					
Draycot - - - N.S. 10	70 0 0	1846	2 16 10	43 10 0	- -	59 3 4	3 5 0	
Draycot-le-Moors - N.S. 3	- - -	- - -	2 0 10	- -	- -	5 0 0		
Ellastone - - N.S. 12	- - -	- - -	6 3 3½	81 1 8	- -	215 0 0	39 12 0	

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	Amount.	Date of Payment.						
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Essington - - N.S. 4	110 0 0	1847	6 16 1½	18 15 0	- -	173 3 4	31 17 0	13 4 4
" - - "	5 3 6	1853						
Etruria - - - N.S. 9	245 0 0	1846	2 10 0	- -	- -	- -	12 1 0	
Etruria - - - B.S. 12	- -	- -	5 17 7½	78 6 8	- -	19 3 4	22 10 8	
Ettingshall - - N.S. 3	- -	- -	4 17 4½	33 6 8	- -	48 16 8	26 9 0	
Ettingshall - - Wes. 2	- -	- -	7 4 8	78 7 6	- -	209 0 0	42 7 0	
Fenton - - N.S. 10	- -	- -	- -	11 0 0				
Forebridge - - N.S. 10	100 0 0	1845	5 0 0¾	- -	- -	15 0 0	24 14 0	
" - - "	70 0 0	1857						
Forsbrook - - N.S.	185 0 0	1857	2 1 8¾					
Freehay, St. Chad's N.S. 12	160 0 0	1847	4 19 0½	150 5 10	63 6 8	299 10 0	30 6 0	
" "	195 1 2	1857						
Glascote " - N.S. 1	291 12 0	1855	- -	- -	- -	- -	11 14 0	
Goldenhill - - N.S. 11	150 0 0	1840	4 15 10¾	84 0 0	- -	258 8 4	32 8 0	
" - - "	4 13 4	1853						
" - - "	50 0 0	1855						
Gornal, Lower - N.S. 3	300 0 0	1846	- -	- -	- -	- -	15 0 0	
Gornal, Upper - N.S. 2	100 0 0	1846	1 18 6¾					
" " - "	36 0 0	1846						
" " - "	82 0 0	1856						
Gornal - - - B.S.	*150 0 0	1835						
Halmer End - - N.S. 10	54 0 0	1850	- -	- -	- -	- -	4 7 0	
" - - "	29 6 8	1857						
Hamstall-Ridware N.S. 2	- -	- -	- -	- -	- -	15 0 0	20 15 0	
Hanbury, Endowed N.S.	150 0 0	1849	2 12 0					
Handsworth, - N.S.	- -	- -	- -	23 10 0				
Handsworth, St. James' - - N.S. 10	65 0 0	1843	3 16 5½	11 0 0	- -	- -	20 16 0	
Hanford - - - N.S.	- -	- -	1 4 0¾					
Harborne, Endowed N.S. 4	*140 0 0	1838	- -	85 5 0	- -	99 11 8	17 16 0	
" " - "	22 12 0	1848						
" " - "	48 0 0	1848						
" " - "	38 10 0	1852						
Hartshill " - N.S. 11	- -	- -	1 19 9	90 1 8	- -	52 10 0	14 5 0	
Haywood, St. John the Baptist's - R.C. 7	270 0 0	1856	1 14 2½	- -	- -	28 11 8	14 5 6	
Hollington - - N.S.	- -	- -	1 0 0					
Horninglow - - N.S.	40 0 0	1846						
Horton Lee - - N.S.	100 0 0	1848						
Ipstones, Agricultural Ch. S. 10	302 2 0	1854	5 8 4½	147 5 0	61 5 0	29 0 0	25 11 0	19 4 9
" " - N.S. 11	- -	- -	a10 0 0					
Kidsgrove	- -	- -	9 3 3½	201 6 8	65 16 8	440 0 0	93 13 0	
Kingswinford, St. Mary's - - N.S. 1	300 0 0	1846	3 6 4½	175 18 4	22 18 4	240 10 0	44 1 0	
" " - "	40 0 0	1855						
Kingswinford (Oak Farm Ironworks) N.S. 1	800 0 0	1845						
Kinver - - - N.S.	*55 0 0	1836	3 0 7½					
" - - "	204 15 0	1851						
Knightley - - N.S.	124 0 0	1846						
" - - "	5 6 8	1847						
Knypersley - - - 10	- -	- -	1 17 6	21 1 8	- -	- -	10 9 0	
Lapley and Wheaton Aston - - - N.S. 10	324 0 0	1854	1 8 8½	69 5 0	- -	32 10 0	16 18 0	
Leasowe (Shaw's) - N.S.	- -	- -	2 16 8					
Leek - - - N.S.	*350 0 0	1835	- -	9 0 0				
" - - "	85 0 0	1847						
Leek, St. Luke's - N.S. 10	178 0 0	1847	1 11 4½	74 18 4	- -	- -	12 7 0	
"	65 0 0	1855						
Leek - - - Wes. 11	- -	- -	3 0 0½	41 5 0	- -	15 0 0	15 6 0	
Leigh, Endowed Free School - - - - 10	- -	- -	1 6 8	7 10 0	- -	- -	6 7 0	
Lichfield, St. Mary's N.S. 1	114 0 0	1842	1 7 8½	136 16 8	- -	501 16 10		
"	99 15 0	1849						
Longdon - - N.S.	116 14 0	1854						
Longton - - N.S.	*125 0 0	1838						
Longton - - R.C. 7	- -	- -	5 10 0½	31 5 0	- -	41 5 0	12 11 0	
Madeley, Endowed N.S. 10	- -	- -	3 0 0	180 0 0	- -	245 12 6		
Maryvale, Indust. - R.C. 5	- -	- -	- -	- -	- -	- -	- -	88 16 9

a Scientific apparatus.

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	Amount.	Date of Payment.						
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mayfield - - N.S. 12	90 0 0	1849	2 6 11	69 8 4	- -	287 10 10	45 8 0	
" - - - "	265 4 0	1854						
Milford-in-Baswick N.S.	*50 0 0	1839						
Milwich - - - N.S. 10	- -	- -	1 5 3	7 5 0	29 3 4	- -	10 17 6	
Moddershall - - N.S.	60 0 0	1844						
" - - - "	45 0 0	1850						
Moreton - - - N.S.	84 0 0	1847						
Mowcop - - - N.S.	135 0 0	1843						
" - - - "	20 0 0	1847						
Moxley - - - N.S.	*200 0 0	1838	1 10 5					
" - - - - "	15 0 0	1844						
" - - - - "	13 14 6	1846						
" - - - - "	30 0 0	1846						
" - - - - "	15 0 0	1856						
Newcastle-under-Lyne N.S. 12	*75 0 0	1835	5 9 2½	83 15 0	- -	360 10 0	14 2 0	
" - - "	63 6 8	1856						
" - - "	27 10 0	1856						
Newcastle-under-Lyne, St. George's - N.S. 12	693 0 0	1857	4 3 10½	19 3 4	- -	334 18 4	27 13 0	
Newcastle-under-Lyne B.S.	*350 0 0	1835						
Newchapel - - N.S.	152 0 0	1848						
Norbury - - N.S. 5	47 0 0	1846	- -	- -	- -	- -	5 18 0	
" - - "	5 6 8	1847						
Norton Canes - N.S. 9	- -	- -	- -	24 0 0	- -	- -	19 9 0	
Norton in the Moors N.S. 12	- -	- -	6 1 3½	81 2 6	- -	202 13 4	35 17 0	9 16 4
Oakamoor - - N.S. 10	- -	- -	1 10 2½	11 13 4	- -	25 16 8	5 17 6	
Ocker Hill - - N.S. 3	- -	- -	3 0 5½	- -	- -	- -	6 11 0	
Pelsall - - - N.S.	152 0 0	1848	1 1 1					
Pelsall - - - B.S.	*100 0 0	1837						
Penkhull, St. Thomas N.S. 10	350 0 0	1845	2 11 0	10 0 0	- -	10 0 0	6 4 0	
" - - "	35 10 10	1856						
Penkridge - - N.S. 10	- -	- -	16 2 11½	63 10 0	6 5 0	289 13 4	46 13 0	
Pensnett - - N.S. 1	70 1 6	1846	- -	- -	- -	5 0 0		
Pleck and Bescott - N.S. 2	396 4 4	1856	2 3 6	15 0 0	- -	1 9 2	10 0 0	
Quarry Bank - N.S.	300 0 0	1845	2 0 0					
Ranton - - - N.S.	32 0 0	1846						
" - - - - "	5 6 8	1847						
Rocester - - N.S. 11	122 0 0	1853	4 6 9½	82 7 6	- -	169 0 0	33 11 0	
Rollestone - Ch. S. 10	- -	- -	- -	41 5 0	- -	52 10 0	18 0 0	
Rowley Regis - N.S. 1	213 0 0	1849	2 6 5½	- -	- -	31 15 0	26 12 0	
" - - "	5 0 0	1856						
Rugeley (Prince of Wales') - - N.S. 3	220 0 0	1845	3 1 3½	45 0 0	- -	113 6 8		
" - - "	54 15 0	1855						
Rugeley, St. Ethelreda's - - R.C. 10	- -	- -	- -	- -	- -	80 0 0	2 5 0	
Rushall - - - N.S.	160 0 0	1848	6 0 8½					
Sedgley (Catchem's Corner) - - N.S.	*175 0 0	1835						
Sedgley (Straits and Can Lane) - - N.S.	*130 0 0	1835						
Shelton, St. Mark's N.S. 11	*195 0 0	1838	8 11 10½	115 13 4	- -	817 0 0	17 15 0	
" " - - "	75 0 0	1844						
" " - - "	3 13 0	1848						
" " - - "	30 0 0	1853						
Shelton, Granville Sch. 10	- -	- -	- -	164 13 4	- -	157 10 0	34 2 0	
" " Night S.	- -	- -	- -	- -	- -	20 0 0		
Shenstone - - N.S. 11	*97 0 0	1838	- -	- -	- -	- -	4 9 0	
"	445 0 0	1856						
Short Heath - - Wes. 2	- -	- -	1 12 8	16 5 0	- -	1 5 0	5 11 0	
Silverdale - - N.S. 10	252 0 0	1848	4 10 9½	50 10 0	- -	60 10 0	34 8 0	
" - - - "	43 0 0	1856						
" - - - "	21 0 0	1856						
Smethwick - - N.S. 3	200 0 0	1840	4 3 10½	- -	- -	265 18 4	20 16 0	
" - - "	82 0 0	1856						
Smethwick (Chance's) N.S. 3	- -	- -	16 18 4½	158 0 0	- -	657 6 8	114 1 0	
Stafford - - - N.S. 10	763 0 0	1857	8 16 0	70 16 8	40 0 0	61 10 0	23 1 0	

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STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stafford - - - B.S.	*150 0 0	1836						
Staffordshire (North), Church Schoolmasters' Association - - -	- - -	-	5 0 0½					
Stoke-upon-Trent - N.S. 11	- -	-	10 19 3½	102 8 4	36 13 4	641 12 6	60 9 0	
Stone - - - Par. 11	- - -	-	- - -	- - -	- - -	- - -	2 8 0	
Stone, Ch. Ch. - N.S. 11	147 0 0	1842	8 2 5½	96 10 0	10 0 0	602 8 4	71 1 0	
" " - - "	70 0 0	1845						
" " - - "	2 7 0	1847						
" " - - "	15 0 0	1855						
" " - - "	180 0 0	1857						
Stone, St. Ann's - R.C. 7	- -	-	2 0 0½	11 0 0				
Stowe, Lichfield, Endowed - Ch. S. 11	40 0 0	1855	1 14 9½	23 18 4	- -	124 6 8		
Stretton - - N.S.	- -	-	1 9 2½					
Swynnerton - Ch. S. 11	- -	-	- -	5 16 8				
Talk-o'-the-Hill - N.S.	*a*130 0 0	1834						
Tamworth - - N.S. 3	90 0 0	1847	19 4 3½	116 8 4	- -	897 5 0	18 5 0	
" - - "	15 0 0	1847						
" - - "	27 5 0	1848						
" - - "	14 5 4	1851						
" - - "	60 0 0	1856						
Tamworth (Sir R. Peel's), Endowed School - I	- -	-	7 7 10½	69 0 0	- -	210 0 0		
Tean - - - B.S. 12	- -	-	13 10 6½	125 3 4	25 0 0	472 6 8	111 10 10	
Tipton - - Wes. 2	- -	-	12 7 9½	61 17 6	- -	346 11 8	56 4 0	
Tipton, St. John's - N.S. 3	- -	-	- -	- -	- -	2 10 0		
Tipton, Great Bridge Wes.	- -	-	3 12 2½					
Tipton Hall - - N.S.	- -	-	6 13 4½					
Tipton, St. Paul's Ch. of E.	- -	-	4 6 4½					
Tittensor - - N.S. 11	- -	-	- -	12 10 0	- -	- -	1 3 0	
Trent Vale - - N.S. 11	85 0 0	1846	2 4 6½	12 10 0	- -	197 9 2	10 5 0	
" - - "	40 0 0	1852						
Tunstall - - N.S. 11	*300 0 0	1839	5 10 6½	76 15 0	- -	396 1 8	30 4 0	
" - - "	30 0 0	1846						
" - - "	40 0 0	1854						
Tunstall - - Wes. 12	- -	-	10 6 4½	46 15 0	- -	394 18 4		
Tutbury - Ch. S. 11	- -	-	2 4 6½	5 16 8				
Uttoxeter - - N.S. 11	12 0 0	1848	2 7 8½	82 1 8	- -	326 8 4	39 18 0	
" - - "	8 12 0	1853						
" - - "	250 0 0	1855						
Walsall, Blue Coat N.S. 3	- -	-	9 13 5	93 1 8	- -	494 5 0	29 17 0	
Walsall, St. Matthew's - - N.S.	173 0 0	1853						
Walsall, St. Peter's N.S. 4	81 0 0	1849	25 18 11½	- -	- -	- -	10 1 0	
" " "	20 0 0	1854						
Walsall, St. Mary's R.C. 7	- -	-	5 7 9	61 16 3	- -	312 14 7	23 1 2	
Walsall Wood - N.S. 3	60 0 0	1846	1 9 11	- -	- -	- -	15 16 0	
" " - - "	10 0 0	1854						
Wednesbury, St. Bartholomew's - N.S. 3	180 0 0	1843	9 10 2	123 11 8	- -	809 16 8	17 18 0	
" " - - "	30 0 0	1844						
" " - - "	20 0 0	1845						
" " - - "	13 0 0	1845						
Wednesbury, St. James' - N.S. 4	359 0 0	1845	4 4 1	148 5 0	- -	407 10 10	22 10 0	
" " - - "	7 6 0	1846						
Wednesbury, St. John's - N.S. 4	321 0 0	1849	16 8 4	135 3 4	- -	449 1 8	22 10 0	
" " - - "	10 0 0	1851						
" " - - "	5 5 0	1852						
" " - - "	2 15 0	1853						
" " - - "	46 0 0	1855						
Wednesbury - - Wes. 2	- -	-	5 16 8½	82 0 10	- -	261 16 8	6 12 0	
Wednesfield - - N.S.	819 0 0	1857	8 6 8					
Wednesfield - - B.S.	*75 0 0	1837						
Wetley Rocks - - N.S.	120 0 0	1843	1 0 2					
" - - "	8 8 0	1846						
Wiggington - - N.S.	- -	-	1 16 0					

a Being one-third of a grant towards erecting this school, in conjunction with two others, in the same parish, viz., "Audley Village" girls' school, and "Alsager's Bank" (now called "Chesterton").

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	Amount.	Date of Payment.						
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Willenhall, Holy Trinity - - N.S. 4	- - -	- -	3 3 4½	*43 5 0	- -	84 5 0	36 5 0	
Willenhall, St. Giles' N.S. 4	351 0 0	1855	3 4 2	51 5 0	- -	137 19 2	22 9 0	
Willenhall, Little London - - B.S.	150 0 0	1840						
Willenhall - - Wes. 2	- - -	- -	6 8 4½	16 5 0	- -	53 6 8	12 3 0	
Willenhall, Primitive Methodist School -	*125 0 0	1838						
Winshill, Holy Trinity - - - N.S.	60 0 0	1846						
Wolstanton - - N.S. 12	150 0 0	1841	4 1 8	28 15 0	- -	179 7 6	54 1 0	
" - - "	51 15 0	1855						
Wolverhampton, St. George's - - N.S. 3	554 0 0	1845	20 5 9½	87 13 4	22 18 4	162 3 4	26 1 0	
Wolverhampton, St. James' - - N.S.	300 0 0	1845	5 3 8½					
" - - "	63 15 0	1857						
Wolverhampton, St. John's - - N.S. 3	*260 0 0	1834	6 18 10½	93 8 4	- -	309 13 4		
Wolverhampton, St. Mark's - - N.S.	325 0 0	1850	6 8 6					
Wolverhampton, St. Mary's - - N.S. 4	401 0 0	1847	3 13 4½	- -	- -	- -	3 18 0	
Wolverhampton, St. Matthew's - - N.S. 3	200 0 0	1852	6 17 0½	53 13 4	- -	64 13 4	10 3 0	
Wolverhampton, St. Paul's - - N.S. 4	150 0 0	1842	22 0 5½	255 10 0	- -	913 10 10	15 7 0	
" - - "	243 10 0	1850						
Wolverhampton, St. Peter's, Collegiate Church - - N.S. 3	547 0 0	1847	7 12 11½	112 1 8	- -	581 16 8	21 8 0	
" - - "	11 12 0	1848						
Wolverhampton - B.S.	*500 0 0	1837						
Wolverhampton, Snow Hill, Congregational S. 2	- - -	- -	6 0 10½	73 9 2	- -	170 10 0	13 7 0	
Wolverhampton, St. Mary's - - R.C. 7	- - -	- -	4 3 4½	49 10 0	- -	41 5 0	12 15 6	
Wolverhampton, St. Patrick's and St. George's, Girls - R.C. 7	160 0 0	1856	15 9 8½	148 16 8	33 6 8	675 15 0	17 13 4	
Wolverhampton, St. Peter's and St. Paul's R.C. 7	- - -	- -	- -	80 10 0	- -	251 10 0	6 11 10	
Wolverhampton, Ragged School - -	462 15 0	1852	5 11 4½					
Wordsley - - N.S. 3	52 0 0	1844	1 17 2	35 8 4	42 10 0	68 13 4	93 2 0	
" - - "	19 7 0	1847						
" - - "	50 0 0	1848						
" - - "	54 0 0	1856						
Yoxall - - - N.S. 2	- - -	- -	2 1 5	17 10 0				
SUFFOLK.								
Aldeburgh - - N.S. 8	- - -	- -	1 1 7	125 8 4	- -	368 8 4	51 18 0	
Aldringham - - N.S.	40 0 0	1846						
Barrow - - - N.S.	114 0 0	1848						
Bawdsey - - N.S.	105 15 0	1853						
Beccles - - N.S. 10	*125 0 0	1839	2 2 5½	38 10 0	- -	23 15 0	9 0 0	
" - - "	35 0 0	1856						
Beccles - - B.S.	*150 0 0	1838						
Benhall - - N.S. 8	- - -	- -	2 3 4½	66 0 0	- -	109 3 4	19 13 0	
Bentley - - N.S. 7	295 4 0	1854	- - -	51 13 4	- -	- -	10 15 0	
Bildeston - Ch. S. 7	200 0 0	1853	5 5 3½	30 0 0	- -	52 10 0	26 11 0	
" - - "	44 6 11	1856						
Blundeston - - N.S. 11	66 10 0	1851	2 0 1	- -	- -	- -	4 7 0	
Boxford - - - N.S. 7	46 10 0	1849	- - -	7 10 0	- -	26 9 2		
" - - "	64 16 0	1855						
Brandon - - N.S.	53 0 0	1844						
Brantham - - Par.	122 0 0	1855						
Bredfield - - N.S.	80 0 0	1854						
Brome and Oakley N.S. 3	- - -	- -	1 18 0½	- -	- -	- -	4 11 0	

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		Amount.	Date of Payment.						
SUFFOLK—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bromeswell	N.S.	50 0 0	1847						
Bucklesham	N.S.	25 0 0	1846	1 0 0					
Bungay	B.S.	*150 0 0	1835						
Bungay	N.S. 10	*181 7 0	1853	3 17 0	88 6 8	- -	243 0 10	23 0 0	
"	"	10 0 0	1846						
Bures, St. Mary's	N.S. 5	*58 0 0	1839	7 0 8½	67 10 0	69 11 8	298 10 0	87 7 0	
" "	"	40 0 0	1843						
" "	"	50 0 0	1845						
" "	"	14 5 4	1852						
" "	"	9 16 8	1853						
" "	"	40 0 0	1855						
" "	"	80 18 0	1857						
Burgh Castle	N.S.	24 0 0	1853	1 2 8					
Bury St. Edmund's, St. James'	N.S. 3	500 0 0	1855	5 19 11½	63 18 4	- -	76 0 0	33 12 0	
Butley	N.S. 7	80 0 0	1843	1 12 7	- -	- -	- -	4 0 0	
Capel, St. Mary's	N.S.	225 0 0	1856						
Carlton Colville	N.S.	60 0 0	1844						
" "	"	4 10 0	1847						
Chelmondiston	N.S. 7	230 0 0	1857	4 14 11½	- -	- -	- -	14 3 0	
Chevington	N.S.	144 0 0	1848						
Cockfield, Parish	N.S. 3	229 4 0	1857	1 9 10	- -	- -	- -	2 1 0	
Copdock and Washbrook	N.S.	50 0 0	1842						
Cransford	N.S.	97 4 0	1855						
Dallinghoe and Charsfield	N.S. 9	146 0 0	1849	1 3 5	- -	- -	15 0 0		
Debenham	N.S.	*70 0 0	1835						
Erwarton	N.S.	*27 0 0	1839						
Freckenham	N.S. 10	30 5 0	1856	- -	31 10 0	- -	- -	2 13 0	
Fressingfield	N.S. 10	113 0 0	1847	2 6 8¼	55 10 0	- -	30 0 0	18 14 0	
"	"	10 0 0	1856						
Fritton	N.S.	45 0 0	1848						
Gazeley	N.S.	34 0 0	1844						
Gorleston	N.S. 11	228 0 0	1842	4 1 4½	8 6 8	- -	- -	3 0 0	
"	"	50 0 0	1854						
Hadleigh	N.S. 7	174 0 0	1854	4 2 5	128 1 8	- -	173 15 0	19 16 0	
Hadleigh	B.S. 4	*200 0 0	1837	5 6 0	46 5 0	- -	131 13 4	68 9 0	
"	"	31 3 4	1855						
Halesworth	N.S. 10	9 0 0	1850	7 5 2½	248 15 0	- -	821 10 10		
"	"	120 0 0	1855						
Harkstead	N.S.	60 0 0	1848						
Hawkedon	N.S.	80 0 0	1848						
Helmingham	Ch. S. 8	- - -	- - -	3 1 5½	46 13 4	- -	132 10 0	35 16 0	
Henley	N.S.	*42 0 0	1838						
Hepworth	N.S.	36 6 8	1853						
Hessett	N.S.	80 0 0	1848	1 9 4					
"	"	19 0 0	1856						
Hintlesham	N.S.	23 0 0	1841						
Hitcham	N.S. 7	- - -	- - -	2 1 2	15 0 0	- -	15 0 0	13 6 0	
Holbrook	N.S. 7	- - -	- - -	- - -	- - -	- -	- -	6 12 0	
Hoo and Letheringham	N.S.	40 0 0	1844	6 17 2½					
Hopton	N.S. 3	258 18 0	1856	3 15 0	- -	- -	2 10 0		
Horningsheath	N.S. 3	- - -	- - -	- - -	59 10 0				
Ilketshall, St. Margaret's	N.S.	30 0 0	1848	1 4 0½					
Ipswich, District	N.S. 8	- - -	- - -	4 12 11½	224 15 0	- -	1,249 0 0	54 5 0	
Ipswich, Holy Trinity	N.S. 8	46 17 4	1854	8 14 8¾	94 13 4	- -	415 4 2	45 4 0	
" "	"	2 0 0	1856						
Ipswich, Nottidge, Infants	N.S. 7	- - -	- - -	- - -	- - -	- -	146 0 0		
Ipswich, St. Clement's and St. Helen's	N.S. 8	145 0 0	1843	24 0 11	200 8 4	- -	1,557 11 8	65 7 0	
" "	"	174 0 0	1848						
" "	"	54 8 6	1852						
" "	"	35 19 0	1852						
" "	"	18 5 0	1857						
" "	"	113 6 8	1857						

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		Amount.	Date of Payment.						
SUFFOLK—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ipswich, St. Margaret's	N.S. 8	172 0 0	1852	7 2 8	44 6 8	- -	211 10 0	36 5 0	
Ipswich, St. Matthew's (District)	N.S.	454 0 0	1848	5 1 2					
" " "	"	38 0 0	1852						
" " "	"	36 0 0	1853						
" " "	"	465 0 0	1857						
Ipswich, St. Peter's	N.S. 8	- - -	- - -	16 0 3½	105 8 4	83 6 8	1,473 15 0	42 0 0	
Ipswich	B.S. 4	406 7 3	1855	- - -	59 5 10	- -	85 10 0	31 12 0	
" "	"	68 12 9	1857						
Ipswich	Wes. 4	- - -	- - -	12 5 11½	131 10 0	- -	525 1 8	14 19 0	
Ipswich	P.U. 1	- - -	- - -	- - -	- - -	- -	62 10 0		
Ixworth	N.S.	50 0 0	1841						
Kesgrave, District	N.S. 7	- - -	- - -	7 14 4½	170 0 0	- -	710 8 4		
Kettlebaston	N.S.	*37 0 0	1839						
Lavenham	N.S.	*100 0 0	1839						
"	"	100 0 0	1855						
Laxfield	N.S.	80 0 0	1845						
Leiston	N.S. 8	202 0 0	1848	5 17 4½	61 5 0	- -	99 11 8	29 0 9	
"	"	12 3 6	1856						
Lowestoft, Girls	N.S. 10	4 10 0	1846	3 2 0	34 13 4	- -	276 10 0	4 19 2	
" "	"	250 0 0	1854						
Lowestoft (Annot's)	N.S. 10	6 13 4	1850	4 5 9½	89 7 6	- -	296 3 4	5 11 0	
Lowestoft, St. John's	N.S. 10	115 0 0	1857	6 6 0	77 10 0	- -	64 0 0	9 16 0	
Lowestoft (Wylde's)	N.S. 10	- - -	- - -	4 11 8½	- -	- -	156 0 10		
Melton	N.S.	75 0 0	1846						
"	"	4 11 6	1847						
Mildenhall, West Row	N.S. 3	45 2 4	1856	- -	11 13 4	- -	- -	4 8 0	
Mildenhall (Sir H. Bunbury's) Boys	3	- - -	- - -	- -	106 10 0	- -	172 13 4	15 2 0	
Mildenhall (Sir H. Bunbury's) Girls	Ch. of E. 7	- - -	- - -	- -	5 0 0	- -	203 5 10	16 4 0	
Nayland	B.S. 4	- - -	- - -	3 0 6½	21 5 0	- -	26 0 0	19 16 3	
Newton	N.S.	*50 0 0	1837						
Norton, St. Andrew's	N.S.	*50 0 0	1837						
Pakefield,	N.S.	- - -	- - -	2 1 8					
Pakenham	Ch. of E. 3	- - -	- - -	- -	20 0 0	- -	62 16 8	16 8 0	
Parham	N.S.	37 0 0	1841						
Poslingford	N.S.	32 0 0	1844						
Preston, St. Mary's	N.S.	47 16 0	1844						
" "	"	100 0 0	1857						
Redgrave and Botesdale	N.S. 10	120 0 0	1845	1 18 8½	- -	- -	- -	5 17 0	
Rendlesham	N.S. 9	- - -	- - -	2 9 7½	50 0 0	- -	63 0 0	18 12 0	
Rickinghall (Inferior)	N.S.	237 10 0	1854	1 14 6					
Rushmere	N.S. 1	80 0 0	1846	- - -	- - -	- -	- -	3 15 0	
Saxmundham	N.S. 8	- - -	- - -	2 10 7½	34 5 0	35 0 0	15 0 0	14 19 0	
Shotley	N.S.	75 0 0	1850	- - -	- - -	- -	- -	7 0 0	
Snape	N.S. 8	- - -	- - -	2 1 8	- - -	- -	3 6 8	9 5 0	
Southwold	N.S. 10	66 0 0	1841	4 12 0½	47 18 4	25 0 0	63 0 0	39 17 0	
"	"	10 0 0	1845						
"	"	35 13 0	1848						
"	"	65 0 0	1855						
"	"	172 8 0	1856						
Stoke by Clare	N.S.	141 4 0	1856	1 6 0					
Stoke by Nayland	N.S. 8	- - -	- - -	3 13 2½	- -	- -	75 0 0		
Stonham Aspal	N.S. 8	71 0 0	1847	- - -	- -	- -	56 17 6		
Stowmarket and Stow-Upland	N.S. 3	*75 0 0	1836	1 15 4	- -	- -	- -	2 0 0	
Stratford, St. Mary's	N.S. 4	75 0 0	1843	1 0 0½	- -	- -	- -	22 11 6	
Sudbury, All Saints'	N.S. 8	333 0 0	1848	6 13 11½	24 11 8	- -	598 5 0	30 15 0	
" "	"	24 0 0	1851						
" "	"	40 0 0	1853						
Sudbury	B.S. 4	487 0 0	1847	17 17 1	48 5 0	- -	1,289 15 10	18 5 0	
"	"	40 0 0	1851						
Sutton	N.S.	240 0 0	1857						
Tattingstone	N.S.	54 0 0	1841						

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SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Theberton - - N.S.	*33 0 0	1839						
Thorndon Reformatory	- - -	- - -	- - -	- - -	- - -	- - -	- - -	75 1 5R
Thrandeston - - N.S. 12	65 5 0	1851	1 11 4½	- -	- -	32 10 0	1 10 0	
Tuddenham - - N.S.	30 0 0	1841						
Uggeshall - - N.S.	70 0 0	1844						
Walsham-le-Willows N.S.	68 0 0	1849						
Walton-cum-Felixtow - - - N.S.	51 0 0	1852	1 8 9					
Wangford and Henham - - - N.S.	70 0 0	1844						
" " - - "	5 10 0	1847						
Wattisham - - N.S.	*20 0 0	1837						
Welnetham, Great N.S. 9	48 15 0	1849	- - -	- - -	- - -	- - -	5 0 0	
" " - "	18 1 8	1856						
Welnetham, Little N.S.	27 0 0	1845						
Westhall - - N.S.	273 12 0	1855	2 4 0					
Westleton - - N.S.	125 0 0	1843	1 0 0					
" - - - "	5 10 0	1846						
" - - - "	46 0 0	1847						
Weybread - - N.S.	75 0 0	1843						
Wickhambrook - N.S.	*40 8 0	1835						
Wickham Market - N.S.	77 0 0	1842						
Wickham Market - B.S.	*55 0 0	1835						
Wickham Skeith - N.S.	45 0 0	1845						
Wissett - - - N.S.	50 0 0	1845						
Witnesham (Swilland) School - " 7	- - -	- - -	- - -	- - -	- - -	- - -	4 0 0	
Woodbridge - - B.S.	175 0 0	1841						
Woodbridge - - N.S. 11	- - -	- - -	- - -	- - -	- - -	- - -	4 0 0	
Woolpit - - - N.S.	*60 0 0	1838						
Wratting, Little - N.S.	30 0 0	1851						
Wrentham - - - N.S.	*131 0 0	1835	0 14 2½					
Wrentham - - B.S. 2	*65 0 0	1838	1 6 8	- -	- -	- -	2 15 0	
" - - - "	44 10 0	1857						
Yoxford - - - N.S.	*100 0 0	1837						
SURREY.								
Albury - - - N.S.	*60 0 0	1834						
Bankside, Boys - R.C. 2	- - -	- - -	3 0 0	- -	- -	33 15 0	11 2 0	
Bankside, Great Guildford Street, Girls R.C. 2	- - -	- - -	3 13 4	7 10 0	- -	81 16 8	13 15 0	
Barnes - - - N.S. 7	- - -	- - -	2 13 3½	13 10 0	- -	103 2 6		
Battersea, Boys, Practising School " 6	200 0 0	1843	7 12 11½	- -	- -	330 11 8		
Battersea, Girls and Infants - - N.S. 6	351 0 0	1851	9 17 10½	31 5 0	- -	599 10	6 5 0	
Battersea Fields, St. George's - N.S. 6	1550 0 0	1857	5 9 2½	46 10 0	- -	84 10 0	13 0 0	
Battersea Grove - B.S. 2	- - -	- - -	- - -	12 10 0	- -	1 5 0	4 10 0	
Beddington and Wallington - - N.S. 12	160 0 0	1844	3 1 9½	- -	- -	348 10 0		
Bermondsey, Ch. Ch. N.S. 6	300 0 0	1850	6 6 9	51 5 0	- -	136 6 8	14 4 0	
Bermondsey, St. James' (Spa Road) - - N.S. 5	400 0 0	1842	6 10 2½	146 13 4	- -	471 11 8	16 5 0	
" " - "	18 0 0	1857						
Bermondsey, St. Mary's, (Grange Walk) - N.S.	156 15 0	1854						
Bermondsey, St. Paul's N.S. 9	300 0 0	1850	9 3 4½	50 18 4	- -	89 0 0	43 7 2	
Bermondsey (Star Corner) - - N.S. 9	- - -	- - -	7 9 10½	131 13 4	88 6 8	324 0 0	22 5 0	
Bermondsey (Great George St.) - - B.S. 1	*225 0 0	1835	- - -	- - -	- - -	377 0 0		
Bisley - - - N.S.	70 0 0	1847						
Blackfriars Road, Ch. Ch. (Green Walk) N.S.	*228 0 0	837						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
Blindley Heath - N.S. 3	82 10 0	1851	1 13 4½	62 5 0	- -	51 13 4		
Bookham, Great - N.S. 12	- -	- -	- -	- -	- -	10 0 0		
Borough Road, Model B.S. 1	500 0 0	1852	6 6 8	214 5 0	22 10 0	3,413 16 8		
Bramley - - - N.S. 5	- -	- -	3 3 10½	58 6 8	- -	124 3 4	21 1 5	
Brixton Hill - - B.S.	*90 0 0	1839						
Brixton, North, St. John's (Angel Town) - - - N.S. 7	741 15 0	1852	6 13 8½	34 16 8	- -	23 6 8		
Brixton Hill, Grove House Reformatory School - - - 5	- -	- -	2 1 8½	- -	- -	- -	- -	535 2 4½
Broadwall - - N.S.	50 0 0	1848						
Byfleet - - - N.S.	382 0 0	1857						
Camberwell, Camden District - N.S. 12	571 0 0	1847	10 15 9½	236 14 2	- -	991 8 4		
" " - "	78 0 0	1851	*a*6 13 4					
" " - "	87 0 0	1852						
Camberwell, Ch. Ch. N.S. 5	200 0 0	1842	13 15 3½	218 3 4	- -	972 10 10	36 9 0	
" " - "	11 10 0	1847	*a*6 13 4					
" " - "	60 0 0	1852						
Camberwell, Green Cont - - - N.S. 12	- - -	- -	12 6 7½	147 10 0	82 1 8	476 0 10	24 6 0	
Camberwell, (Crawford Street, Cold Harbour Lane) B.S. 1	200 0 0	1841	18 19 0½	115 10 0	- -	1,219 14 2	31 10 0	
" " - "	60 0 0	1845						
" " - "	159 0 0	1849						
" " - "	85 0 0	1854						
Camberwell (Leipsic Road) - - B.S. 2	*100 0 0	1837	4 9 3½	136 2 6	- -	471 12 6	17 15 0	
Camberwell, Ch. Ch., Ragged and Industrial School - - - -	361 0 0	1856						
Cheam and Cuddington - - N.S. 12	- -	- -	2 10 0	16 2 6	- -	131 5 0	8 16 0	
Chertsey - - - N.S.	140 0 0	1846						
Chertsey - - P.U. 7	- -	- -	- -	- -	- -	60 0 0		
Chessington and Hook - - - - N.S.	21 0 0	1849						
Chiddingfold - "	*30 0 0	1837						
Clandon, West - N.S.	- -	- -	1 0 11					
Clapham, Boys - Par. 6	*180 0 0	1839	12 3 9½	124 11 8	- -	643 13 4	6 18 0	
" " - "	- -	- -	- -	- -	- -	52 0 0		
Clapham (Bowyer's) N.S. 6	224 0 0	1847	6 16 4	143 16 8	- -	585 6 8		
Clapham, St. James' N.S. 4	60 0 0	1845	- -	23 10 0	- -	36 5 0		
Clapham, Wandsworth Road, Commercial Ch. S. 12	- -	- -	- -	9 3 4	- -	4 18 0		
Clapham, Wirtemburg Place - - B.S. 2	*300 0 0	1840	5 2 6½	53 6 8	- -	228 5 0	25 2 0	
" " - "	24 0 0	1856						
Clapham, St. Mary's R.C. 1	- -	- -	2 18 8	75 0 0	- -	32 10 0		
Claygate - - - N.S.	*30 0 0	1839						
Coldharbour, Infant " 5	- -	- -	- -	8 0 0				
Compton - - - N.S.	32 0 0	1841						
Cranley - - - N.S. 5	112 0 0	1849	5 8 7½	169 13 4	59 3 4	214 5 0	27 7 4	
Croydon (Archbishop Tenison's) Ch.S. 12	- -	- -	- -	30 0 0	- -	226 10 0		
Croydon, Girls - N.S. 12	- -	- -	7 18 2	11 0 0	- -	326 10 10	6 15 0	
" - "	- -	- -	*a*10 0 0					
Croydon, Ch. Ch. - N.S.	671 0 0	1857						
Croydon, St. George's, Boys - - - N.S. 12	- -	- -	5 0 0½	98 10 0	- -	368 7 6	6 18 0	
Croydon, St. James' N.S.	477 0 0	1853						
" " - "	119 5 0	1854						
Croydon - " - - B.S. 1	340 0 0	1848	17 13 8½	50 6 8	- -	472 0 0	25 0 0	
" - - - "	27 14 0	1853						
" - - - "	24 0 0	1854						

a Scientific apparatus. *b* Drawing gratuity.

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	Amount.	Date of Payment.						
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ditton, Thames - N.S. 4	86 0 0	1847	3 6 8½	7 10 0	- -	18 10 0		
Dorking - - - B.S. 5	130 0 0	1843	1 19 3	5 0 0	- -	5 0 0		
Dulwich (East) and Peckham Rye - N.S. 11	- -	-	- -	22 10 0				
Effingham - - N.S. 12	285 0 0	1857	3 12 11	68 15 0	- -	324 0 0	16 6 0	
Elstead - - - N.S. 4	92 0 0	1850	1 0 4	- -	- -	- -	5 17 0	
Englefield Green - N.S. 7	- -	-	4 1 7	- -	- -	154 6 8		
Epsom - - - N.S. 12	10 13 4	1849	6 6 3½	161 13 4	- -	287 18 4		
Ewell - - - N.S. 12	- -	-	5 7 2½	50 18 4	- -	277 10 0	25 3 3	
" - - - "	- -	-	- -	*a*81 13 4				
Ewhurst - - N.S. 3	125 0 0	1847	1 6 7½	- -	- -	24 15 10		
Farnham - - - N.S. 5	- -	-	7 7 6½	160 13 4	- -	505 5 0	16 19 0	
Farnham - - - B.S.	*100 0 0	1835						
Fetcham - - Ch. S. 12	- -	-	- -	38 6 8	- -	- -	8 7 0	
Godalming - - N.S. 5	265 0 0	1843	2 13 4	116 8 4	- -	633 5 0	47 14 2	
" - - - "	31 0 0	1856						
Godalming - - B.S. 6	- -	-	5 0 10½	11 5 0	- -	12 10 0	15 5 0	
Godstone - - N.S. 9	558 0 0	1855	5 0 0½	37 2 6	- -	154 10 0	43 13 11	14 10 0
Guildford, St. Mary's and Trinity - N.S.	47 0 0	1852	4 0 2	65 0 0	- -	178 16 8	7 9 6	
Guildford, St. Nicholas' N.S. 5	13 15 0	1855	6 6 0½	13 6 8	- -	161 10 10	6 18 0	
Guildford - - B.S. 5	*100 0 0	1837	1 0 3	30 0 0	- -	55 16 8	3 19 0	
Guildford, Church Schoolmasters' Association - - -	- -	-	1 13 6½					
Ham - - - N.S. 7	*90 0 0	1839	3 12 10	- -	- -	100 0 0		
" - - - "	100 0 0	1846						
Hatcham, St. James' N.S. 12	500 0 0	1852	3 2 10	- -	- -	10 0 0		
Hersham - - - N.S. 4	45 0 0	1842	- -	6 13 4				
Holmwood - - N.S.	90 0 0	1845						
" - - - "	95 0 0	1854						
Horley Row - - N.S.	*115 0 0	1835						
Horsell - - - N.S. 5	134 0 0	1852	1 0 0	5 0 0	- -	25 10 0	29 6 0	
Kennington, East (Bolton Street) - N.S. 6	303 0 0	1848	3 0 1	68 6 8	- -	121 8 4	13 9 0	
Kennington, The Oval - - - N.S. 12	- -	-	14 10 5½	103 13 4	130 16 8	998 8 4		
Kennington, Regency Place - - - N.S. 4	143 3 4	1852	4 3 4	3 15 0				
Kew, Queen's School - 6	- -	-	- -	60 0 0	- -	- -	13 4 4	
Kingston-on-Thames, Public Free School - 12	- -	-	7 8 0½	- -	- -	595 13 4		
Kingswood - - Ch. S. 12	- -	-	- -	20 0 0	- -	15 0 0	10 16 0	
Lambeth, All Saints' Ch. S. 9	200 0 0	1855						
Lambeth (Archbishop Tenison's), Girls N.S. 12	29 0 0	1857	3 6 7	10 1 8	- -	29 0 0		
Lambeth Reformatory, Belvidere Crescent - 6	- -	-	- -	- -	- -	- -	- -	183 5 0*b*
Lambeth, Free Evening S. - - - -	42 14 0	1850						
Lambeth, Holy Trinity N.S. 5	450 0 0	1852	2 13 9½	5 0 0	- -	- -	9 17 8	
Lambeth (South), Spring Grove - N.S. 12	130 0 0	1844	2 1 7½	50 6 8	- -	151 10 0	9 12 0	
Lambeth, St. Barnabas' - - - N.S. 3	300 0 0	1850	7 12 0	130 0 0	25 0 0	374 13 4	19 10 10	
" - - - "	- -	-	*b*10 0 0	- -	- -	*c*2 0 0		
Lambeth, St. John's (Waterloo Road) - N.S. 9	- -	-	6 6 10	6 13 4				
Lambeth, St. Mary's Par. 12	*200 0 0	1837	6 13 2½	16 5 0	16 13 4	61 5 0	15 15 0	
" " - "	43 0 0	1856						
" " - "	17 4 0	1857						
Lambeth, St. Mary's District Chapel - N.S. 12	- -	-	13 11 0	75 5 0	- -	78 3 4	13 7 0	
Lambeth, St. Thomas' N.S. 12	- -	-	6 4 0½	22 18 4	- -	- -	7 10 0	

a Retiring pension. *b* Scientific apparatus. *c* Drawing gratuity.

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SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lambeth (George Street) B.S. 2	- -	-	6 11 9	- -	- -	148 10 0	5 2 0	
Lambeth Chapel (China Terrace) - - Wes. 2	- -	-	16 5 9	192 8 4	- -	1,401 11 8	24 15 0	
Lambeth, Norwood P.U. 4	- -	-	- -	- -	- -	22 10 0		
Leatherhead - - N.S. 12	*80 0 0	1839	3 14 2½	68 15 0	- -	273 15 0		
" - - "	60 0 0	1847						
" - - "	20 0 0	1848						
Leigh - - - N.S. 8	82 0 0	1850	- -	- -	- -	- -	1 14 0	
Lingfield - - N.S. 4	- -	-	- -	22 10 0	- -	23 19 2	5 8 0	
Merstham - - Ch. S. 6	- -	-	- -	- -	- -	- -	10 1 6	
Merton Road - N.S.	*53 0 0	1839						
Metropolitan (South) District Union S. P.U. 7	- -	-	- -	- -	- -	54 0 0		
Mickleham - - N.S.	90 0 0	1844	2 0 0½					
Mitcham - - N.S. 9	*120 0 0	1838	4 8 8½	205 0 0	20 0 0	885 5 0	90 11 2	
Molesey (West) N.S. 5	*25 0 0	1839	1 6 8	60 16 8	- -	- -	13 16 0	
Morden - - - N.S. 9	- -	-	- -	58 15 0	- -	87 10 0		
Mortlake - - N.S. 3	24 0 0	1857	9 16 9½	99 16 8	- -	278 18 4	68 10 4	
Mortlake - - B.S.	60 0 0	1843	- -	- -	- -	5 0 0		
" - - - - "	56 0 0	1844						
" - - - - "	75 0 0	1844						
" - - - - "	50 0 0	1846						
Mortlake, St. Mary's R.C. 8	- -	-	2 4 2	49 0 0	- -	32 10 0	24 5 0	
Newington, St. Mary's N.S. 7	200 0 0	1853	10 6 8	133 18 4	79 3 4	817 2 6		
Newington, Trinity N.S. 9	300 0 0	1843	13 12 2½	167 0 0	- -	657 10 0	23 18 4	
" " - - "	91 10 0	1849						
Norbiton - - N.S. 12	178 6 8	1853	1 0 10	21 13 4	- -	31 10 0		
Norwood, Central London District S. P.U. 8	- -	-	2 5 4½	- -	- -	637 8 4		
Norwood, St. Luke's N.S. 12	- -	-	3 6 8½	15 9 2				
Nutfield - - N.S.	75 0 0	1849						
Ockham, Industrial B.S. 5	- -	-	9 6 4½	93 10 0	25 0 0	190 1 8	21 8 0	96 18 0
Peckham - - N.S. 3	- -	-	5 0 10½	22 10 0	- -	432 0 0		
Peckham, St. Mary Magdalen - - N.S. 9	674 0 0	1857	7 14 2½	3 15 0				
Petersham - - B.S. 2	- -	-	*a* 6 13 4	50 17 6	- -	16 5 0	14 0 0	
Putney, Infant - N.S. 12	222 10 0	1854	8 2 10½	96 17 6	- -	157 6 8	38 19 4	
" - - - "	120 0 0	1855						
Redhill Reformatory 3	- -	-	- -	- -	- -	- -	- -	901 11 8
Redhill, St. John's N.S. 9	200 0 0	1846	6 1 7½	145 16 8	- -	248 8 4	31 6 4	
" " - - "	23 0 0	1856						
" " - - "	12 3 0	1857						
Reigate - - N.S. 9	1,176 0 0	1855	1 13 3½	56 13 4	- -	90 3 4	24 7 1	
Richmond - - Par. 12	- -	-	- -	23 0 0	- -	70 0 0		
Richmond, St. John's N.S. 12	107 0 0	1844	2 10 5½	- -	- -	56 18 4	5 16 8	
" " - - "	40 0 0	1852						
Richmond, (Clarence Street), Infant -	- -	-	3 0 0					
Richmond, St. Elizabeth's - - - R.C. 8	- -	-	1 17 6	58 6 8	- -	15 0 0		
Ripley - - - N.S. 5	120 0 0	1847	6 9 7½	127 0 0	- -	5 0 0	32 13 8	
Rotherhithe, Amicable Society's School - 6	- -	-	5 15 0	61 13 4	- -	354 15 10	9 18 0	
Rotherhithe, Ch. Ch. N.S.	324 0 0	1842						
Rotherhithe, Green S., (Clarence Street) - 3	246 0 0	1846	5 16 4	92 16 8	- -	432 3 4	11 7 0	
" "	8 0 0	1848						
Rotherhithe, Holy Trinity - - N.S. 12	12 0 0	1846	11 18 4	40 8 4	27 10 0	160 11 8	40 15 6	
" " - - "	28 0 0	1847						
" " - - "	32 4 4	1857						
" Evening S. N.S.	- -	-	- -	- -	- -	10 0 0		
Rotherhithe, St. Mary's (Deptford Road) N.S. 7	*600 0 0	1837	17 16 4	51 13 4	- -	1,472 18 4	45 1 4	
" " - - "	*88 0 0	1837						
" " - - "	24 0 0	1848						
Rotherhithe, St. Paul's Surrey Canal) - N.S. 12	132 0 0	1847	3 6 8	- -	- -	200 16 8	10 7 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rotherhithe (Silver Street) - - B.S.	*160 0 0	1837						
Seal and Tongham N.S.	105 0 0	1850						
Send - - - N.S.	225 10 6	1855						
Shalford - - N.S. 5	481 4 0	1856	- -	5 0 0	- -	6 1 0		
Shere - - - N.S.	100 0 0	1843						
Southwark, St. George the Martyr's - N.S. 3	*225 0 0	1839	22 10 11½	195 5 0	- -	711 0 10		
" " - "	86 0 0	1848	a19 12 8					
" " - "	26 13 4	1850						
Southwark, St. George's - - - R.C.	- -	- -	2 18 0½					
Southwark, St. Jude's N.S. 5	- -	- -	17 17 1½	60 8 4	- -	538 3 4	32 1 8	
Southwark, St. Mary's N.S. 12	405 0 0	1846	28 8 10½	197 16 8	- -	1,443 1 8	20 16 0	
" " - "	182 0 0	1846	a6 13 4					
Southwark, St. Paul's " Ch. of E. 12	400 0 0	1855	8 0 0	18 15 0	- -	- -	7 9 0	
" " "	- -	- -	a16 6 0					
Southwark, St. Peter's " N.S.	312 0 0	1848						
Southwark, St. Stephen's N.S.	306 0 0	1850						
" " "	18 7 5	1857						
Southwark Chapel Wes. 2	- -	- -	18 0 5½	153 3 4	- -	360 1 8	18 19 0	
" "	- -	- -	- -	- -	- -	b 2 0 0		
Southwark, House of Occupation School - 11	- -	- -	- -	50 0 0				
Stockwell, (Chapel Street) - - N.S. 1	- -	- -	10 0 10½	49 10 0	- -	420 0 0	17 14 0	
Stockwell, St. Michael's, Ingleton Street, Infants - N.S. 7	- -	- -	- -	3 15 0				
Stockwell, St. Michael's N.S. 7	400 0 0	1848	16 12 10½	151 3 4	37 10 0	1,111 10 0	11 16 0	
" " - "	50 0 0	1854	a10 11 10					
" " - "	85 0 0	1857						
Stoke-next-Guildford - - Ch. of E.	319 0 0	1857						
Streatham - - - N.S. 7	- -	- -	3 3 8	49 10 0	- -	420 0 0	19 17 7	
Streatham, Ch. Ch. - N.S. 5	- -	- -	6 19 9½	22 10 0	- -	39 10 0	32 10 0	
Surbiton - - - N.S. 1	271 0 0	1849	4 0 0	112 10 0	25 0 0	100 0 0	8 8 0	
" - - - "	320 0 0	1857						
Surrey (North), District School - P.U. 5	- -	- -	- -	- -	- -	270 1 8		
Sutton - - - N.S.	400 0 0	1855						
Tandridge, Oxted, and Godstone - N.S. 3	- -	- -	- -	12 0 0	- -	178 13 4		
Thorpe - - - N.S. 12	84 0 0	1847	1 13 4½	83 15 0	- -	- -	8 0 0	
Tooting (Drouett's Pauper School) -	- -	- -	- -	- -	- -	3 2 6		
Tooting, Parochial, Infants - Ch. of E. 6	492 0 0	1855	- -	20 0 0	- -	26 5 0	8 18 0	
Tooting, Lower, Parochial - - Ch. of E. 5	- -	- -	4 4 6½	137 0 0	- -	387 10 0	16 9 0	
Thursley - - N.S.	16 2 0	1857						
Vauxhall Walk - Wes. 2	- -	- -	9 11 6	38 15 0	- -	581 0 0	10 2 0	
Virginia Water - N.S. 11	108 0 0	1844	- -	12 10 0				
Walworth, Beresford Episcopal Chapel S. - 4	- -	- -	4 12 3½	5 15 0	- -	126 15 0		
Walworth, St. Peter's N.S. 9	463 10 0	1852	7 14 11	79 6 8	- -	777 14 0	28 5 10	
Walworth (Mount Street) - - B.S.	*30 0 0	1839						
Wandsworth, Bridge House Reformatory - 4	- -	- -	- -	- -	- -	- -	- -	412 0 0
Wandsworth - N.S.	*50 0 0	1836						
Wandsworth, Point Pleasant - - B.S. 2	75 0 0	1857	4 13 6½	15 5 0	- -	3 13 4		

a Scientific apparatus. *b* Drawing gratuity.

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SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wandsworth (Summer's Town), Infants - N.S.	43 10 0	1852						
Wandsworth, Summer's Town, St. Mary's Ch. of E. 5	- -	- -	3 1 8½	- -	- -	15 0 0	1 19 0	
Wandsworth, Family Home - - - - 2	- -	- -	0 13 4	- -	- -	- -	- -	71 2 2R
Westcott - - N.S. 5	500 0 0	1854	6 13 4½	66 5 10	- -	83 0 0	38 14 0	
Weybridge - - N.S. 12	- -	- -	5 16 5	13 15 0	- -	118 15 0	26 11 0	
Wandsworth, Trade's School - - - - 11	- -	- -	- -	16 13 4	- -	29 0 0	- -	
Wimbledon - - N.S. 12	*50 0 0	1836	4 10 11½	90 12 6	- -	269 6 8		
Witley - - N.S. 4	- -	- -	- -	- -	- -	15 0 0		
Woking - - - N.S. 4	200 0 0	1849	2 7 8	- -	- -	- -	23 7 0	
Woking, St. John's Ch. of E. 4	189 0 0	1856	- -	5 0 0	- -	- -	7 1 0	
Wonersh - - N.S. 5	80 0 0	1842	2 14 3	5 0 0	- -	5 0 0		
Wrecclesham - - N.S. 3	45 0 0	1841	2 14 6½	- -	- -	37 10 0		
" - - - "	30 0 0	1849						
" - - - "	189 0 0	1856						
York Town - - N.S.	- -	- -	1 10 8½					
SUSSEX.								
Albourne - - N.S.	52 0 0	1844						
Alfriston - - N.S.	58 10 0	1845						
Arundel Free School B.S. 8	- -	- -	10 12 9½	34 15 0	- -	501 8 4	14 12 0	
Barcombe (Church Meadow) - - N.S.	*48 0 0	1842						
Battle and Langdon N.S. 9	204 0 0	1847	5 15 0½	17 10 0				
Beddingham - N.S.	53 0 0	1846						
Berwick - - - N.S.	108 0 0	1854						
Bexhill - - - N.S. 9	- -	- -	- -	5 0 0	- -	- -	5 17 0	
Bishopstone - - N.S.	127 0 0	1850						
Bolney - - - N.S.	*35 0 0	1839						
Bosham - - - N.S.	*90 0 0	1835						
Brede - - - N.S.	85 0 0	1843						
" - - - "	46 0 0	1845						
Brighton (Central) N.S. 12	110 0 0	1849	5 16 3½	145 0 0	19 15 10	336 9 2	34 15 0	
Brighton, Ch. Ch. - N.S. 12	- -	- -	7 17 1½	145 13 4	- -	240 0 10		
Brighton (Chichester Diocesan) Female Practising School - 12	300 0 0	1855	5 0 0	136 5 0	- -	355 11 8		
Brighton (Kemp Town) St. Mark's - - N.S. 12	- -	- -	5 5 10½	30 5 0	- -	6 18 5		
Brighton (Kent's Court), Infants - - N.S.	*75 0 0	1837						
Brighton (Spa and Egremont Street), Ragged School - - 12	100 0 0	1857	8 7 9½	86 3 4	- -	380 15 0		
Brighton, St. John's N.S. 12	560 0 0	1847	19 11 8½	201 14 2	- -	1,306 18 4		
" " - "	51 10 0	1854						
" " - "	110 6 8	1854						
Brighton, St. John's R.C.	- -	- -	2 15 0½					
Brighton, St. Mary's R.C. 5	- -	- -	3 14 4½	66 5 0	- -	133 16 8	7 12 0	
Brighton, St. Nicholas' Ch. of E. 12	- -	- -	- -	33 13 4	- -	152 0 0	25 13 4	
Brighton, St. Paul's N.S. 12	- -	- -	- -	12 10 10				
Brighton, St. Stephen's N.S. 12	151 0 0	1856	3 6 8	5 0 0				
Brighton (Warwick Street) - - N.S. 12	50 0 0	1842	10 15 6½	105 17 6	- -	826 0 0	28 8 1	
Brighton (North Lane) B.S.	*300 0 0	1837						
Brighton (North Lane) N.S. 7	- -	- -	- -	14 3 4				
Brighton, Royal (Eastern Road) - - B.S. 8	- -	- -	5 12 8½	124 13 4	- -	265 9 2		

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SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brighton (Middle St.) Union Charity - B.S.	*250 0 0	1838						
Brighton and Sussex Church Schoolmaster's Association - - -	- -	-	10 0 0					
Brightling - - N.S.	158 0 0	1857						
Broadwater - - N.S.	80 0 0	1840						
Burpham - - N.S.	25 0 0	1840						
Burwash - - N.S. 5	218 0 0	1847	19 10 1½	117 10 0	- -	628 15 0	85 15 8	
" - - "	7 1 8	1849						
Bury - - - N.S.	90 0 0	1848						
Catsfield - - N.S. 9	125 0 0	1845	-	25 0 0	- -	17 1 8	10 8 0	
" - - "	12 15 4	1857						
Chailey - - - N.S. 11	350 0 0	1855	- -	-	- -	- -	26 3 0	
Chichester (Central) N.S. 9	- -	-	13 2 4½	245 5 0	-	1,299 0 0	32 1 8	
" - "	- -	-	a10 0 0					
Chichester, St. Pancras', Infants - N.S.	100 0 0	1843						
Chichester (Little London) - - B.S.	198 0 0	1848						
Chichester (Tower Street) - - B.S. 8	84 3 4	1853	6 6 10½	113 11 8	14 11 8	1,238 11 8	60 5 0	
Chiddingley - - N.S.	80 0 0	1850	0 13 11					
Clayton and Keymer N.S.	*50 0 0	1839						
Compton and Upmarden - - N.S.	90 0 0	1848	2 5 8½					
Crowborough - N.S.	60 0 0	1840						
Cuckfield and Balcombe - - N.S. 5	160 0 0	1846	- -	11 13 4	- -	5 0 0	1 17 11	
Dallington - - N.S. 9	35 0 0	1854	- -	21 0 0	- -	- -	5 19 2	
Ditchling - - N.S.	*75 0 0	1838						
Eastbourne - - N.S. 9	64 0 0	1855	10 14 6	186 12 6	- -	376 1 8	63 0 0	
Eastergate - - N.S.	*50 0 0	1858						
Elsted - - N.S.	*34 0 0	1838						
Falmer - - N.S. 12	- -	-	- -	66 5 0	- -	- -	66 18 8	
Firle, West - - N.S. 8	140 0 0	1846	2 2 8½	36 0 0	- -	98 15 0		
Fletching - - - 4	- -	-	- -	16 11 8	- -	20 16 8	5 4 0	
Flimwell - - N.S.	84 0 0	1848	1 2 7					
Forest Row - - N.S. 3	160 10 0	1852	5 6 11	151 5 0	- -	214 6 8	77 17 0	
" - - "	67 0 0	1854						
Framfield - - N.S.	*65 0 0	1857						
Frankham - Ch. of E. 5	- -	-	- -	- -	- -	3 6 8		
Frant (Free) - - N.S. 5	- -	-	5 1 5½	81 16 8	- -	297 1 8		
Glynde - - - N.S. 12	- -	-	- -	26 10 0	- -	- -	21 1 0	
Hadlow Down - N.S. 5	*75 0 0	1838	4 5 11½	20 0 0	- -	349 15 0	19 14 0	
" " - - "	60 0 0	1860						
Hailsham - - N.S. 9	- -	-	1 13 4	21 5 0	- -	17 1 8	15 4 5	
Halton, St. Clement's N.S. 8	- -	-	5 7 3½	- -	- -	159 17 6		
Hampnett, West - P.U. 10	- -	-	- -	- -	- -	10 0 0		
Hartfield - - N.S. 4	100 0 0	1842	4 1 11½	35 0 0	- -	158 15 0	12 6 5	
" - - "	8 10 0	1854						
Hastings - - Par.	*220 0 0	1836						
Hastings, All Saints' and St. Clement's N.S. 9	213 3 4	1853	21 5 7½	121 13 4	75 0 0	1,025 14 2	58 4 2	
" " - "	200 0 0	1855						
" " - "	185 0 0	1856						
Hastings, St. Mary's N.S. 9	168 0 0	1841	15 11 8	77 0 0	- -	756 8 4	36 7 8	
Hastings - - - B.S.	*250 0 0	1836						
Hawkenbury - Ch.S. 4	- -	-	- -	2 10 0				
Hellingley - - N.S. 9	170 0 0	1845	6 2 5½	- -	- -	228 3 4	16 14 0	
Henfield - - N.S. 12	53 0 0	1845	- -	29 3 4	- -	40 16 8	9 2 8	
Herstmonceaux - N.S. 7	- -	-	2 3 11½	37 10 0	- -	97 18 4		
Hoathley, West - N.S.	45 0 0	1844						
" " - "	15 0 0	1854						
Hooe - - - N.S.	22 0 0	1846						
Horsham - - N.S. 4	- -	-	2 0 0	- -	- -	29 0 0		
Hove - - - N.S.	58 0 0	1844						

a Scientific apparatus.

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SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hurst Pierrepoint N.S. 12	- - -	-	3 17 6½	55 10 0	- -	223 6 8	33 19 4	
Icklesham - - N.S.	110 0 0	1846						
Iping - - - B.S. 8	- - -	-	- -	16 5 0				
Istield - - N.S.	*50 0 0	1840						
Leonard's, Saint, on Sea - - N.S. 9	*60 0 0	1836	7 0 0	133 10 0	- -	511 10 0	30 0 10	
" " - "	396 0 0	1848						
Leonard's, Saint, on Sea, St. Mary Magdalene, Industrial - Ch. of E. 9	684 0 0	1857	- -	41 13 4	- -	- -	7 7 0	
Leonard's, Saint, on Sea, All Souls' R.C. 5	- -	-	8 13 3	11 18 4	- -	359 13 4		
Lewes - - - N.S. 12	- - -	-	10 17 9½	202 15 0	- -	535 3 4	48 7 6	
Lewes - - - B.S. 8	79 0 0	1856	- -	25 1 8	- -	15 0 0	16 18 0	
Lindfield - - N.S.	95 10 0	1852	4 0 7					
Littlehampton - N.S.	105 0 0	1846	1 8 7½					
Lodsworth - - N.S. 5	80 0 0	1846	- -	20 0 0	- -	20 16 8	11 15 1	
" - - "	8 0 0	1856						
Lurgashall - - N.S.	80 10 0	1845	2 12 0					
" - - "	10 0 0	1845						
Mayfield, Boys - N.S. 5	- - -	-	10 16 6¾	60 0 0	- -	191 16 8	8 8 0	
Mayfield, Girls - N.S. 5	- - -	-	- -	13 6 8	- -	48 5 0	8 18 4	
Merston - - - N.S.	37 0 0	1842						
Midhurst - - N.S.	170 0 0	1855						
Mountfield and Whatlington - N.S.	52 0 0	1850						
Newhaven - - N.S. 12	130 0 0	1844	3 15 0½	29 3 4	- -	125 18 4	46 2 10	
Ninfield - - - N.S.	100 0 0	1854	1 10 0					
Northiam - - N.S.	58 0 0	1837	2 6 5					
Offham - - - N.S.	55 10 0	1850						
Patcham - - - N.S.	107 0 0	1854						
Peasmarsh - - N.S.	140 0 0	1844						
" - - "	29 0 0	1856						
Pett " - - N.S.	75 0 0	1848						
Plumpton - - N.S.	*23 0 0	1838						
Polegate - - N.S.	54 0 0	1849	2 8 0					
Poling - - - N.S.	87 4 0	1856	1 0 0					
Portslade and Hangleton - - N.S.	66 10 0	1843						
" " - "	60 0 0	1853						
Pyecombe - - N.S.	22 5 0	1845						
Ripe - - - N.S.	35 0 0	1843						
" - - - "	35 0 0	1849						
Rotherfield - - N.S. 4	- - -	-	1 12 11½	- -	- -	129 10 0		
Rye - - - Wes. 8	- - -	-	6 8 3¾	36 7 6	- -	164 8 4	7 1 0	
Salehurst - - N.S. 5	*75 0 0	1841	3 17 0½	- -	- -	5 0 0		
Sayer's Common - N.S. 8	65 0 0	1843	- -	- -	- -	- -	7 14 8	
Selmeston - - N.S. 12	- - -	-	- -	45 0 0	- -	73 15 0	6 16 8	
Slaugham - - N.S.	60 0 0	1841						
Slinfold - - - N.S. 5	80 0 0	1845	- -	43 1 8	- -	75 8 4		
Sompting - - N.S.	*64 0 0	1839						
Southbourne and Seaside - - N.S. 9	150 0 0	1852	3 0 6½	118 18 4	- -	146 18 4	74 3 6	
" - - "	27 10 0	1856	a10 0 0					
Southwick - - N.S.	70 0 0	1844	1 17 1¾					
Staplecross - - Wes. 8	- - -	-	3 6 8	159 0 0	- -	351 13 4	14 15 0	
Steyning - - N.S. 12	70 0 0	1841	3 0 5½	35 8 4	- -	23 6 8	13 14 0	
Storrington - - N.S.	*20 0 0	1836						
Stoughton and Racton - - - N.S. 8	62 10 0	1843	2 5 11½	13 0 0	- -	148 15 0		
Ticehurst - - N.S. 5	350 0 0	1847	8 4 11½	156 15 0	- -	503 9 2	35 10 6	
Tillington - - N.S. 4	- - -	-	1 2 4½	92 0 0	- -	39 3 4	35 10 6	
Twyford - - - N.S. 4	- - -	-	2 2 6½	- -	- -	75 0 0	6 7 0	
Uckfield - - - N.S. 5	256 10 0	1851	3 6 8	65 11 8	- -	223 3 4	41 11 3	
Wadhurst - - N.S. 4	*100 0 0	1837	3 15 4½	- -	- -	- -	20 5 0	
" - - "	280 0 0	1855						
Wadhurst, Best Beech Hill District - Ch.S. 4	- - -	-	- -	27 10 0				
Waltham, Cold - N.S. 7	82 0 0	1848	- -	37 10 0	- -	67 10 0	18 8 0	

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SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Warbleton - - N.S.	*50 0 0	1838		39 0 0	- -	53 0 0		
Warnham - - N.S. 5	*74 0 0	1851		21 16 8	- -	17 10 0	23 4 0	
Wartling - - N.S. 5	- -	- -	1 17 6½	95 0 0	- -	508 10 5	22 4 0	
Westbourne - - N.S. 7	*90 0 0	1837	5 0 0	40 0 0	- -	- -	10 10 0	
Westmeston - - N.S. 8	- -	- -	- -					
Withyham, St. John's N.S. 3	- -	- -	1 16 7¾	- -	- -	35 0 0		
Withyham, St. Michael's - - N.S. 3	- -	- -	3 4 6	114 1 8	- -	71 13 4	14 18 6	
Worthing - - N.S.	*100 0 0	1835						
Worthing - - Wes. 6	- -	- -	1 4 8¼	11 0 0	- -	37 10 0		
WARWICKSHIRE.								
Alcester - - - N.S. 7	100 0 0	1844	4 2 8¼	- -	- -	346 13 9	86 1 0	
" - - - - "	6 18 6	1850						
" - - - - "	17 0 0	1854						
Allesley, Reformatory 11	- -	- -	- -	- -	- -	- -	- -	73 1 6½
Aston, Infants - N.S. 7	351 0 0	1856	4 3 4½	6 0 0	- -	- -	5 7 6	
Atherstone, Boys, Free School - - 8	150 0 0	1842	- -	- -	- -	104 16 8	16 15 0	
" - - - -	140 0 0	1855						
" - - - -	51 8 6	1856						
Atherstone - - N.S.	31 1 10	1856	3 7 2					
Attleborough - N.S. 7	236 0 0	1849	4 12 8¼	62 10 0	- -	227 10 0	24 18 0	
" - - - - "	6 13 4	1855						
Bentley - - - N.S. 7	- -	- -	2 5 7	73 7 6	- -	233 7 6	46 1 0	
Bidford - - - N.S. 8	50 0 0	1846	6 2 3½	- -	- -	209 15 0	20 6 0	
" - - - "	19 10 0	1854						
Birmingham, All Saints' - - N.S. 10	616 0 0	1844	3 6 8	53 15 0	- -	32 10 0	7 10 0	
Birmingham (Bishop Ryder's) - - N.S. 7	450 0 0	1842	2 14 3½	- -	- -	14 0 0		
" " - "	13 18 3	1845						
Birmingham, Ch. Ch. (Pinfold Street) N.S.	*400 0 0	1837						
Birmingham, Ch. Ch. (Ryland Street North) - - N.S.	196 0 0	1849						
Birmingham, St. Bartholomew's - - N.S. 8	*150 0 0	1834	4 0 1½	- -	- -	- -	37 1 0	
" " - "	115 0 0	1840						
" " - "	257 10 0	1851						
" " Night S.	- -	- -	- -	- -	- -	13 4 0		
Birmingham, St. George's (Russell Street) - - N.S. 8	*300 0 0	1834	21 16 11½	196 18 4	33 6 8	869 4 2	77 18 0	
" " - "	230 0 0	1843						
" " - "	200 0 0	1845						
" " - "	100 0 0	1847						
" " - "	8 11 8	1852						
" " - "	45 0 0	1855						
Birmingham, St. Luke's (Edgbaston) - N.S. 8	370 0 0	1843	17 13 9½	87 19 2	89 15 10	841 0 10	12 10 0	
" " - "	133 0 0	1845						
" " - "	46 1 6	1846						
" " - "	12 16 0	1848						
" " - "	13 6 8	1850						
Birmingham, St. Luke's, (Macdonald Street) N.S. 8	177 0 0	1850	6 5 0½	5 16 8		72 18 4		
Birmingham, St. Mark's (Helena Street) - N.S.	89 10 0	1850	1 10 6					
Birmingham, St. Mark's (St. Mark's Street), N.S. 8	402 0 0	1844	11 6 1½	52 5 0	- -	799 13 4	42 9 0	
" " " "	12 16 4	1849						

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WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, St. Mary's N.S. 7	750 0 0	1846	11 1 7½	120 0 0	- - -	391 10 10	40 11 0	
Birmingham, St. Matthew's - - N.S. 8	691 0 0	1841	3 5 8	27 6 8	- -	8 15 0	10 11 0	
" " - "	56 10 0	1846						
" " - "	5 19 0	1846						
Birmingham, St. Matthias' (Farm Street), Infants - - N.S. 8	150 0 0	1849	1 14 2¾	18 0 0	- -	192 10 0	16 11 0	
Birmingham St. Matthias' (Wheeler St.) N.S.	- -	-	1 13 8					
Birmingham, St. Paul's N.S. 8	788 0 0	1846	3 10 10½	138 6 8	- -	913 0 0		
" " - "	20 0 0	1847						
Birmingham, St. Peter's (Moor Street) - N.S. 8	531 0 0	1844	4 6 8	- -	- -	103 15 10		
" " - "	10 0 0	1845						
Birmingham, St. Peter's (London Prentice Street), Infants - N.S.	73 10 0	1849						
Birmingham, St. Philip's N.S. 7	500 0 0	1843	9 1 7¾	240 3 4	- -	439 11 8	32 8 0	
Birmingham, St. Stephen's - - N.S. 7	828 0 0	1845	4 8 2½	- -	- -	191 0 0	28 1 0	
" " - "	12 12 0	1857						
Birmingham, St. Thomas' (Holloway Head Street) - N.S. 8	235 0 0	1842	6 2 8½	278 8 4	- -	762 5 0	38 3 0	
" " - "	5 12 0	1845	a7 5 4					
" " - "	80 0 0	1854						
Birmingham, St. Thomas' (Holliday Street), Infants - N.S.	171 0 0	1850						
Birmingham, Church of the Saviour - - B.S. 2	- -	-	7 13 5½	57 0 0	- -	256 11 8	4 15 0	
" Night School	- -	-	- -	- -	- -	40 0 0		
Birmingham, New Jerusalem - - - B.S. 2	- -	-	6 8 6½	56 5 0	- -	171 3 4	10 4 0	
Birmingham - - Wes.	- -	-	- -	18 0 0				
Birmingham, Unitarian Domestic Mission S. 2	- -	-	19 8 4	83 5 0	22 18 4	602 10 0	25 8 0	
Birmingham Oratory R.C. 4	- -	-	- -	6 5 0	- -	7 5 0	4 10 0	
Birmingham, St. Anne's (Alcester Street) R.C. 4	- -	-	- -	65 0 0	- -	182 3 4	11 16 0	51 0 0
Birmingham, St. Chad's R.C. 4	- -	-	5 11 10½	158 11 8	- -	924 15 0	10 6 0	
Birmingham, St. John's R.C. 4	- -	-	1 2 0	18 10 0	- -	198 0 0	1 17 0	
Birmingham, St. Mary's R.C. 4	- -	-	6 1 4½	137 15 0	- -	242 5 0	10 18 0	
Birmingham, St. Nicholas' - - - R.C. 4	- -	-	1 3 4	43 0 0	- -	129 13 4		
Birmingham, St. Patrick's R.C. 3	- -	-	- -	12 10 0	- -	45 18 4	9 13 0	
Birmingham, St. Peter's R.C. 4	- -	-	3 15 11	151 0 0	- -	652 10 0	11 8 0	
Birmingham - - P.U. 9	- -	-	- -	- -	- -	133 3 4		
Birmingham, Day School, Teachers' Association	- -	-	0 13 4½					
Birmingham, Indust. Free S. - - - - 7	495 0 0	1850	3 11 2	29 0 0	30 0 0	15 0 0	- -	366 17 10
"	300 0 0	1855						
Birmingham, Reformatory Girls' School - 6	- -	-	0 13 4½	- -	- -	- -	- -	102 10 0
Birmingham and Edgbaston (Tennant Street), Industrial - - B.S. 2	41 0 0	1855	6 3 7	55 16 8	- -	189 5 10	4 0 0	
Bordesley, St. Andrew's (Smallheath), Infants - N.S.	99 0 0	1850						

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brinklow - - N.S. 8	377 10 0	1856	3 11 10½	17 10 0	- -	15 0 0	7 16 0	
Bulkington School - -	- - -	-	1 5 8					
Chilvers Coton - N.S.	104 0 0	1846						
Claverdon - - N.S. 8	100 0 0	1849	2 5 8½	- -	- -	32 10 0		
Clifton on Dunsmoor - - - N.S. 8	10 0 0	1849	4 9 7	43 0 0	- -	280 0 0		
" " - "	186 0 0	1851						
Compton, Fenny - N.S.	*54 0 0	1834						
Corley Moor - - N.S.	- - -	-	0 12 4½					
Coventry, Holy Trinity - - - N.S. 10	1,337 0 0	1854	3 10 0½	95 2 6	- -	44 0 0	19 12 0	
Coventry, St. John's N.S. 8	*120 0 0	1840	2 9 8½	22 10 0	- -	81 0 8		
Coventry, St. Michael's N.S. 8	1,200 0 0	1855	8 16 2½	109 18 4	125 8 4	143 13 4	26 1 0	
Coventry, St. Peter's N.S. 8	180 0 0	1844	4 2 3	78 15 0	- -	408 16 8	7 4 0	
" " - "	12 2 6	1847						
" " - "	75 0 0	1852						
" " - "	28 17 6	1857						
Coventry, St. Nicholas' Place, Boys B.S.	*125 0 0	1842						
Coventry (Vicar Lane) B.S.	*200 0 0	1835						
Cubington - - N.S. 8	220 0 0	1846	2 3 1	139 6 8	- -	670 11 8	22 11 0	42 0 0
Deritend, St. John's N.S. 8	267 0 0	1849	11 13 8½	61 17 6	- -	85 5 0	34 0 0	
" " - "	95 5 0	1853						
Dunchurch " - - N.S. 7	*106 0 0	1838	1 9 7½	- -	- -	295 0 0	4 8 0	
" - - "	8 0 0	1845						
" - - "	42 0 0	1847						
" - - "	8 5 0	1852						
Eatington - - N.S. 10	- - -	-	1 9 6	57 15 0	- -	- -	25 0 0	
Edgbaston - - Par. 8	- - -	-	- -	55 8 4	- -	568 13 4	24 16 0	
Edgbaston, St. George's N.S. 10	182 0 0	1854	5 15 10½	19 16 8	- -	31 10 0	11 10 0	
Erdington, Infants B.S.	100 0 0	1840						
Erdington - - R.C. 4	- - -	-	3 0 0½	22 10 0	- -	3 15 0	23 6 0	
Grandborough - N.S.	54 10 0	1841						
Halford - - - N.S.	- - -	-	1 0 7½					
Hampton-on-the-Hill R.C. 1	- - -	-	1 2 3	16 13 4	- -	27 10 0		
Harborough, Magna N.S.	88 0 0	1846	1 3 11					
Harbury - - N.S. 8	306 0 0	1856	- - -	- -	- -	- -	7 17 0	
Hartshill - - N.S.	148 10 0	1853	1 9 4½					
Itchington, Bishop's N.S.	*37 0 0	1838	1 0 0					
Itchington, Long - N.S. 7	502 0 0	1857	1 0 1	106 5 0	- -	69 7 6	31 10 0	
Kenilworth - - N.S.	*57 0 0	1836						
Kenilworth, Infants N.S. 7	- - -	-	- -	- -	- -	- -	6 17 0	
Kenilworth, St. John's N.S. 7	212 0 0	1855	1 3 5½	21 1 8	- -	15 0 0	19 4 0	
Kenilworth, St. Austin's R.C.	- - -	-	- -	11 0 0				
Keresley and Coundon - - N.S. 7	112 10 0	1852	2 14 8	37 10 0	- -	63 7 6	30 10 0	
Kingsbury Endowed - - N.S. 7	6 5 10	1849	7 18 9	68 15 0	- -	246 5 0	13 10 0	
" " - "	21 8 0	1854	*a* 6 13 4					
" " - "	30 0 0	1857						
Kinwarton and Great Alne - N.S. 7	*30 0 0	1836	3 6 5¼	15 0 0	- -	232 4 2	22 2 0	
" " - "	50 0 0	1841						
" " - "	7 0 0	1841						
" " - "	11 10 0	1853						
Ladywood, St. John's N.S. 7	1,320 0 0	1857	13 3 5	17 10 0	- -	11 0 10	14 4 6	
Lea Marston Ch. of E. - - -	- - -	-	- - -	- - -	- - -	- - -	5 5 0	
Leamington Priors R.C. 4	- - -	-	2 10 5½	112 0 0	- -	67 10 0		
Loxley - - - N.S.	10 10 0	1856						
Lozells, St. Silas' - N.S. 8	- - -	-	- -	5 16 8	- -	- -	28 8 0	
Mount Carmel - R.C.	- - -	-	1 0 0					
Napton on the Hill N.S.	40 0 0	1844						
" " - "	24 0 0	1851						

a Scientific apparatus.

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	Amount.	Date of Payment.						
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Nuneaton (Abbey End) Infants - N.S.	241 0 0	1849						
Nuneaton (Church Lane) - - N.S. 8	618 0 0	1850	5 11 1	150 18 4	115 8 4	611 13 4	48 6 0	17 9 8
" " - - "	- - -	- - -	- - -	a40 0 0				
Offchurch (Lady Guernsey's) - - N.S. 8	- - -	- - -	- - -	15 16 8	- -	34 7 6	0 15 0	14 19 2
Pailton - - - N.S.	121 0 0	1848	1 0 6					
" - - - "	252 0 0	1851						
Ratley - - Ch. S. 7	117 0 0	1850	1 0 5½	- -	- -	30 0 0		
Rugby (Elborow's) N.S. 8	29 19 0	1851	9 3 4	99 3 4	- -	619 3 4	15 0 0	2 12 6
Rugby, New Parochial School (in St. Matthew's District) - Par. 8	275 0 0	1853	6 10 2¾	100 7 6	- -	381 3 4	31 3 0	18 1 4
" " - Night S.	- - -	- - -	- - -	- - -	- -	7 13 3		
Rugby, St. Matthew's, Infants - - N.S. 8	100 0 0	1846	- - -	104 16 8	- -	288 6 8	36 12 0	
" " - "	9 10 0	1853						
" " - "	65 0 0	1854						
Rugby - - - Wes. 2	- - -	- - -	10 14 3	126 8 4	- -	446 14 10	19 8 0	
Saltley (Worcester Diocesan) Practising S. 8	200 0 0	1853	4 5 0½	114 11 8	70 16 8	172 0 0	51 18 0	4 3 0
" " - - "	- - -	- - -	b20 0 0					
Saltley, Reformatory - 10	- - -	- - -	- - -	- - -	- -	- - -	- - -	168 9 6R
Shirley, Endowed Ch. S. 8	*65 0 0	1836	5 16 3½	92 9 2	- -	343 6 8	47 15 0	
" " - "	187 0 0	1852						
" " - "	15 2 6	1855						
" " - "	19 0 0	1856						
Snitterfield - - N.S. 7	*100 0 0	1838	4 3 11	- -	- -	127 10 0		
Solihull, Lower, Free N.S. 8	- - -	- - -	- - -	- -	- -	58 6 8		
Southam Independent S.	46 0 0	1840						
Stockingford - - N.S. 8	64 0 0	1848	6 6 8½	37 0 0	- -	240 10 0	44 1 0	
" - - - "	2 5 0	1850						
" - - - "	538 0 0	1855						
Stockton - - N.S.	30 0 0	1844						
Stoke - - N.S.	63 10 0	1841						
Stratford-on-Avon N.S. 11	230 0 0	1846	2 3 11	12 0 0				
Studley - - - N.S. 10	*35 0 0	1837	- - -	7 10 0	- -	- - -	22 18 0	
" - - - "	17 12 4	1856						
Sutton-Coldfield - R.C. 4	- - -	- - -	2 6 8	29 5 0	- -	208 10 0	3 4 0	
Thurlaston - - N.S.	138 15 0	1850						
Tysoe - - - N.S. 10	- - -	- - -	- - -	55 0 0	- -	- - -	13 1 0	
Walton - - Ch. of E. 8	- - -	- - -	- - -	23 15 0	- -	- - -	7 2 6	
Warwick, St. Mary's, N.S. 8	*150 0 0	1836	11 4 5	77 11 8	- -	863 1 8	51 15 0	
" " - "	55 0 0	1847						
" " - "	20 0 0	1840						
" " - "	30 0 0	1853						
" " - "	62 0 0	1855						
Warwickshire Reformatory - - - - 5	- - -	- - -	- - -	- - -	- -	- - -	- - -	45 10 0R
Warwick, St. Mary's and St. Paul's, Infants - - - N.S.	162 0 0	1849						
Warwick and Leamington Church Schoolmasters' Association -	- - -	- - -	0 13 4					
Warwick High Street Chapel - - - B.S. 2	- - -	- - -	2 2 6½	6 5 0				
Westwood, Canley Hill - - - N.S. 8	- - -	- - -	1 2 1¼	5 0 0				
Wilnecote - - N.S. 7	- - -	- - -	- - -	- - -	- -	- - -	5 2 0	
Wishaw - - - N.S. 10	- - -	- - -	- - -	- - -	- -	- - -	6 10 0	
Wolvey - - - N.S.	*53 0 0	1838						
Wotton Wawen - N.S.	208 0 0	1857						

a Gratuity in lieu of retiring pension. *b* Scientific apparatus.

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WESTMORELAND.			£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Appleby, St. Laurence's-	B.S.	1	126 15 0	1849	1 15 2	36 5 0	- -	21 5 0	13 3 0	
Bongate	N.S.		65 0 0	1845						
Brough	N.S.	7	- -	-	- -	- -	- -	- -	3 4 0	
Burton	Ch.S.	6	- -	-	2 1 8½	10 10 0	- -	45 8 4		
Casterton	N.S.	9	42 0 0	1841	3 1 9½	- -	- -	129 19 2		
Grayrigg	N.S.		32 0 0	1847						
Firbank	N.S.	1	- -	-	- -	15 0 0	- -	- -	1 10 0	
Helsington	N.S.		- -	-	0 17 4					
Helton	N.S.		- -	-	1 9 2					
Holme	N.S.	9	82 10 0	1842	- -	- -	- -	- -	13 2 0	
Kendal, Boys	B.S.	6	*125 0 0	1835	23 2 10½	186 6 8	- -	325 15 0	26 8 0	
" "	"		69 5 4	1855						
Kendal, Boys	N.S.	9	14 11 0	1849	2 4 4½	108 0 0	- -	727 1 8	31 10 0	
" "	"		14 0 0	1852						
" "	"		65 0 0	1854						
Kendal, St. George's, Girls	N.S.	9	243 10 0	1854	2 14 4	20 0 0	- -	52 10 0	13 19 0	
Kendal, St. Thomas', Infants	N.S.	9	- -	-	- -	18 6 8				
Kendal	Wes.	6	173 0 0	1848	3 13 4½	6 5 0	- -	129 11 8		
Kendal, Castle Street, Girls and Infts.	B.S.	8	- -	-	2 10 1	2 10 0	- -	6 5 0	11 10 0	
Kendal	P.U.	7	- -	-	- -	- -	- -	9 11 8		
Kirkby Stephen	N.S.		*45 0 0	1834						
Martindale	N.S.		*27 0 0	1835						
Ormside	N.S.		35 0 0	1854						
Strickland, Great	N.S.	2	- -	-	1 17 6½	94 16 8	- -	99 3 4	13 13 0	
Windermere, St. Mary's	N.S.	9	- -	-	- -	20 0 0	- -	109 11 8	5 1 0	
WILTSHIRE.										
Aldbourne School		2	- -	-	- -	- -	- -	- -	5 6 0	
Alderbury	N.S.	12	- -	-	3 10 4½	97 10 0	- -	149 10 0	26 7 0	
Amesbury	N.S.	1	- -	-	1 18 4½	45 0 0	- -	125 0 0		
Ashton,	Ch.S.	2	- -	-	2 1 3	25 13 4	- -	20 18 4	14 5 0	
Ashton, West	N.S.	12	70 0 0	1847	6 2 0½	61 17 6	40 12 6	584 8 4	43 15 0	
" "	"		9 10 6	1848						
" "	"		62 5 0	1850						65 0 9
" "	"		37 10 0	1854						
Avebury	N.S.		40 0 0	1844						
Barford, St. Martin	N.S.	2	478 0 0	1854	3 16 7½	- -	- -	64 1 8	37 7 0	
" " Night S.			- -	-	- -	- -	- -	5 0 0		
Bedwin, Little	N.S.		328 0 0	1855	1 6 8½					
Bemerton	N.S.	2	- -	-	1 0 3	4 3 4	- -	1 5 0		
Berwick Bassett	N.S.		66 0 0	1848						
Biddeston	N.S.		50 0 0	1844	2 0 0					
Bishopstone (near Faringdon)	N.S.	12	126 0 0	1850	2 7 9	- -	- -	66 5 0		
Bishopstone (near Salisbury)	N.S.	2	120 0 0	1855	2 1 8½	- -	- -	48 6 8	18 12 0	
" "	"		9 8 6	1857						
Bower Chalke	N.S.		40 0 0	1844	- -					
Bowood School		12	- -	-	5 2 11½	28 15 0	- -	285 13 4		
Bradford, Ch. Ch.	N.S.	12	- -	-	10 0 2½	51 5 0	- -	433 1 8	66 19 0	
Bradford Parish Ch.	N.S.	12	*190 0 0	1836	6 13 4	54 1 8	- -	422 13 4	46 2 0	
" "	"		28 8 6	1852						
" "	"		31 4 8	1852						17 5 0
Bradley (Malden)	N.S.		65 0 0	1847						
Bradley, North, Ch. Ch. (at Road Hill)	N.S.	2	*60 0 0	1835	1 0 3	10 16 8	- -	16 5 0	7 0 0	
Bramshaw, Boys	N.S.	5	- -	-	- -	35 0 0	- -	- -	4 4 0	
Bramshaw, Girls	N.S.	3	- -	-	- -	21 13 4	- -	17 10 0	5 17 0	
Bratton	N.S.	4	50 0 0	1846	- -	7 10 0	- -	- -	15 16 0	
Bratton	B.S.		95 19 6	1846	4 4 9½					
Bremhill	N.S.		150 0 0	1847	1 13 4					
Brixton Deverell	N.S.		*40 0 0	1836						

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	Amount.	Date of Payment.						
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bromham - - N.S. 3	- - -	-	1 12 8½	- - -	- - -	61 16 8		
Broughton, Gifford N.S. 1	90 13 4	1853	1 1 0½		- - -	- - -	3 2 0	
Burbage - - - N.S.	276 0 0	1856						
Calne, Boys - - N.S. 12	6 0 6	1848	8 15 1	139 2 6	- - -	508 15 0	25 10 0	
„ „ - - „	45 0 0	1856						
Calne, Girls - - N.S. 12	4 5 6	1848	6 16 9½	44 3 4	- - -	564 18 4	8 5 0	
Calne, Middle, Endowed, Free Grammar School	10 0 0	1848	2 16 7	43 15 0	- - -	347 0 0		
Castle Combe - - N.S. 12	- - -	-	4 6 4½	96 10 0	- - -	508 6 8	6 5 0	
Charlton Park - N.S. 3	- - -	-	- - -	- - -	- - -	54 3 4		
Cheverell, Great - N.S.	50 0 0	1845						
Chippenham - - N.S. 12	*170 0 0	1837	- - -	12 0 0				
Chippenham - - P.U. 9	- - -	-	- - -	- - -	- - -	61 5 0		
Chirton - - - N.S.	40 0 0	1846						
Chiseldon - - N.S.	70 0 0	1841						
Chittoe - - - N.S.	- - -	-	- - -	3 6 8				
Cholderton - - Par. 1	- - -	-	1 17 8½	11 0 0	- - -	56 5 0	6 7 0	
Christian-Malford - N.S. 1	- - -	-	4 9 10½	9 12 6	- - -	97 1 8	29 4 0	
Collingborne-Kingston - - Ch. of E.	- - -	-	2 2 9½					
Combe Bissett - - N.S. 12	40 0 0	1846	1 2 7	64 18 4	- - -	155 16 8	12 15 0	
„ „ - - „	7 10 0	1854						
Compton Bissett - N.S.	53 0 0	1843	1 14 5					
Corsham - - - B.S. 4	*100 0 0	1840	6 14 6	18 15 0	- - -	260 10 0	41 8 0	
„ - - - - „	19 3 0	1855						
„ - - - - „	22 10 0	1857						
Cricklade - - N.S. 2	108 0 0	1843	- - -	16 5 0	- - -	- - -	7 12 0	
„ „ - - „	- - -	-	- - -	a25 0 0				
Crudwell - - N.S.	- - -	-	1 16 4½					
Damerham - - N.S. 1	- - -	-	- - -	9 3 4				
Derry Hill - - N.S.	90 0 0	1841	4 7 2½					
„ - - „	42 0 0	1848						
Deverill, Longbridge - - - N.S. 3	- - -	-	- - -	45 0 0	- - -	54 3 4	18 9 0	
Devizes, Town (Sheep Street), Boys - N.S. 12	- - -	-	2 7 2½	33 0 0	- - -	84 16 8	11 8 0	
Devizes, Town (Bridewell Street), Girls N.S. 12	- - -	-	7 17 4½	37 11 8	- - -	112 19 2	9 18 0	
Devizes - - B.S.	*140 0 0	1834						
Dilton's Marsh - N.S. 12	200 0 0	1848	2 15 5	16 10 0	- - -	201 10 0		
„ - - - „	6 3 0	1848						
Donhead, St. Mary's N.S.	*29 0 0	1837						
Downton - - N.S. 12	162 0 0	1847	16 5 6½	62 6 8	- - -	190 6 8	23 15 0	
Downton - - B.S. 5	150 0 0	1841	3 6 8	157 16 8	60 0 0	461 13 4	76 3 0	
„ - - - „	11 6 8	1847						
„ - - - „	33 0 0	1850						
„ - - - „	50 0 0	1856						
Durrington - - Par. 12	- - -	-	2 12 3	45 16 8	- - -	331 7 6	32 7 0	
Erchfont - - N.S. 12	- - -	-	4 1 3½	- - -	- - -	519 16 8	48 2 0	
Everleigh - - N.S.	70 0 0	1845	1 9 10					
Fisherton Anger - N.S. 2	180 0 0	1843	4 8 3½	50 17 6	- - -	99 13 4	4 15 0	
Fonthill, Bishop - N.S.	37 10 0	1841						
Fonthill, Gifford - N.S.	41 0 0	1846						
Fosbury - Ch. of E. 6	- - -	-	- - -	- - -	- - -	6 5 0		
Fovant - - - N.S.	105 0 0	1848						
Foxham School - - - 11	- - -	-	- - -	- - -	- - -	66 10 0		
Grafton, East - N.S. 1	- - -	-	- - -	25 0 0	- - -	50 16 8	9 12 0	
Grimstead, West - N.S.	101 0 0	1856						
Hankerton - - N.S. 2	52 0 0	1852	- - -	9 3 4	- - -	1 5 0		
Heytesbury - - N.S. 2	*150 0 0	1838	- - -	- - -	- - -	6 13 4		
„ - - - „	6 11 0	1848						
Highworth - - N.S. 2	*100 0 0	1837	3 12 3½	- - -	- - -	- - -	4 1 0	
Highworth and Swindon - - P.U. 1	- - -	-	- - -	- - -	- - -	127 0 10		
Hillmarton - - N.S.	- - -	-	1 0 5½					
Hilperton - - N.S. 12	70 0 0	1846	1 18 10½	- - -	- - -	105 0 0	28 15 0	
Hindon - - - N.S. 3	- - -	-	- - -	48 2 6	- - -	37 10 0		
Hinton, Broad, Endowed - - N.S.	80 0 0	1846						
„ „ - - „	80 0 0	1848						

a Gratuity in lieu of retiring pension.

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WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hinton, Little - N.S. 12	65 0 0	1850	1 15 4	- -	- -	33 15 0		
Holt - - - N.S.	*40 0 0	1835						
Imber - - - N.S.	*34 0 0	1837						
Kingswood - - N.S.	*75 0 0	1835						
Kington Langley - N.S.	116 0 0	1857						
Knoyle, East - N.S. 1	*31 0 0	1839	4 10 8½	- -	- -	124 10 0	37 11 0	
Lacock - - - N.S. 12	- - -	- - -	- - -	96 5 0	- -	199 10 0	8 5 0	
Landford - - N.S.	45 0 0	1843	1 3 5					
Latton - - - Par. 3	- - -	- - -	- - -	60 0 0	- -	- -	19 14 0	
Laverstock - - N.S. 2	5 0 0	1857	2 3 4½	15 0 0	- -	- -	8 9 0	
Lavington, Market - N.S.	140 0 0	1840	2 15 11¼					
Limpley, Stoke - N.S.	75 0 0	1845						
Ludwell - - - N.S.	70 0 0	1842						
Lydiard Millicent - N.S.	38 0 0	1843						
" - - - "	25 0 0	1846						
Maddington " - N.S. 2	- - -	- - -	3 3 6¼	20 16 8	- -	- -	15 8 0	
Malmesbury and Westport Juvenile Ch.S.	600 0 0	1857	12 15 6					
Malmesbury - Ch. of E. 1	- - -	- - -	- - -	24 0 0	- -	117 0 0	86 10 0	
Marden - - - N.S.	25 0 0	1844						
Marlborough, St. Mary's - - N.S. 12	210 0 0	1850	2 9 1¼	109 15 10	- -	426 18 4	12 19 0	
Marlborough, St. Peter's - - N.S. 12	500 0 0	1854	8 9 6¼	210 0 0	- -	475 2 6	16 10 0	
Melksham - - N.S. 12	154 0 0	1840	10 5 2¾	73 0 0	- -	275 7 6	28 9 0	
" - - - "	27 4 4	1852						
Melksham - - B.S. 4	64 6 8	1856	3 10 3¼	100 8 4	- -	494 6 8	34 8 0	
" - - - "	- - -	- - -	- - -	*a*40 0 0				
Mere " - - N.S. 12	207 0 0	1841	2 15 1¼	42 11 8	- -	205 13 4	17 6 0	
" - - - "	40 0 0	1846						
Minety, St. Lonard's N.S.	116 0 0	1847						
Monkton Farleigh N.S.	25 0 0	1845						
Netheravon - - N.S 12	- - -	- - -	1 6 8	73 6 8	- -	- - -	8 7 0	
Netherhampton - N.S.	- - -	- - -	1 0 10½					
Nettleton and Burton - - - N.S. 12	69 0 0	1850	1 11 3	- -	- -	149 10 0	14 0 0	
Newton, South - N.S. 12	- - -	- - -	1 0 4	73 1 8	- -	32 10 0		
Newton Tony - - Par.	73 0 0	1857						
Nunton - - - N.S.	- - -	- - -	- - -	24 0 0				
Patney - - - N.S.	*25 0 0	1835						
Pewsey - - - N.S.	*75 0 0	1840						
Plaitford - - N.S.	84 0 0	1855	1 7 2					
Pool Keynes - - N.S. 4	86 0 0	1847	- - -	- - -	- -	- -	6 5 0	
" - - - "	9 5 0	1855						
Purton - - - N.S. 12	- - -	- - -	3 6 8½	- -	- -	105 0 0	8 15 0	
Redlynch - - N.S. 1	- - -	- - -	0 18 6	26 0 0	- -	28 15 0		
Salisbury, Model - N.S. 1	- - -	- - -	- - -	54 16 8	- -	91 5 10		
Salisbury St. Edmund's - - N.S.	*40 0 0	1835						
Salisbury, St. Martin's - - N.S. 12	21 0 0	1851	15 13 4½	199 11 8	27 1 8	954 2 6	21 5 0	
" - - - "	- - -	- - -	*b*19 0 0	- -	- -	- -	- -	
Salisbury - - Wes. 6	- - -	- - -	3 1 1½	96 5 0	- -	414 13 4	8 14 0	
Salisbury - - P.U. 6	- - -	- - -	- - -	- -	- -	5 0 0		
Seagry - - - N.S.	50 0 0	1851						
Semley - - - N.S.	50 0 0	1841						
Shaw and Witley N.S.	- - -	- - -	1 3 4					
Sherston Magna - N.S.	130 0 0	1846	7 1 10¾					
Sherston, Infants - B.S. 3	- - -	- - -	11 17 3	125 16 8	- -	454 16 8	89 1 0	
Shrewton - - N.S. 1	- - -	- - -	1 13 4	- -	- -	- -	3 12 0	
Southbroom - - N.S.	*50 0 0	1834						
Staverton - - N.S. 12	- - -	- - -	2 14 2	- -	- -	141 5 10	4 18 0	
Steeple Ashton - N.S. 12	- - -	- - -	- - -	30 10	- -	28 19 0		
Stert - - - N.S.	20 0 0	1841						
Stockley - - N.S.	117 0 0	1856	2 0 0					
Stratford-sub-Castle N.S.	37 10 0	1842						
Stratton, St. Margaret's - - N.S.	*35 0 0	1837						
Studley, St. John's N.S. 12	381 0 0	1855	- - -	9 3 4	- -	15 0 0	1 14 0	
Sutton Benger - N.S.	42 0 0	1850						

a Gratuity in lieu of retiring pension. *b* Scientific apparatus.

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WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Swallowcliffe - N.S.	45 0 0	1844						
Swindon, New (Great Western Railway) N.S. 12	300 0 0	1846	7 16 7¾	137 10 0	- -	460 13 4	63 15 0	
Swindon - - N.S. 3	*85 0 0	1837	4 11 7	31 11 8	- -	50 5 10	9 9 0	
- - 3	47 0 0	1857	- -	a81 13 4				
,, ,, N.S. 3	- -	- -	- -	43 6 8	- -	140 12 6	33 13 0	
Tisbury - - - N.S. 3	175 0 0	1843	2 16 2¾	- -	- -	17 10 0	1 10 0	
,, - - - ,,	124 0 0	1855						
Tollard, Royal - N.S. 11	- -	- -	- -	- -	- -	62 10 0	9 15 0	
Trowbridge - N.S. 12	726 0 0	1846	11 10 5	131 9 2	- -	1,269 3 9	47 8 0	
Trowbridge, Holy Trinity - - N.S. 12	*105 0 0	1837	5 3 2	9 3 4	- -	561 12 1	17 18 0	
,, - - ,,	8 0 0	1851						
Trowbridge - - B.S. 4	- -	- -	7 6 7½	33 15 0	- -	144 15 0	39 5 0	
Upton Scudamore - N.S.	*30 0 0	1839						
Wanborough - - Par.	- -	- -	2 8 9					
Warminster - - N.S. 12	*460 0 0	1835	10 17 9¾	240 1 8	25 0 0	1,158 0 10	30 1 0	
,, - - ,,	5 4 8	1845						
,, - - ,,	291 0 0	1846						
Warminster - - B.S. 4	*155 0 0	1837	1 2 7¾	18 15 0	- -	36 5 0	20 0 0	
Westbury - - N.S. 12	150 0 0	1847	8 11 8	103 5 0	- -	747 4 2	11 19 0	
,, - - ,,	8 2 0	1848						
Westbury, Heywood House - - N.S. 12	- -	- -	4 1 1½	- -	- -	403 16 8	11 10 0	
Westwood - - N.S.	53 0 0	1842	1 1 0					
,, - - ,,	20 0 0	1853						
Whitparish - - N.S.	100 0 0	1842	2 0 0					
Wilton - - N.S. 12	- -	- -	7 9 10½	230 14 2	- -	581 12 6	52 13 0	
Wiltshire, North, Schoolmasters' Association -	- -	- -	3 18 9½					
Winterbourne, Earl's, N.S.	- -	- -	1 17 5					
Winterbourne, Stoke N.S. 12	- -	- -	- -	56 13 4	- -	53 6 8	12 0 0	
Wooton Rivers - N.S. 5	- -	- -	- -	- -	- -	- -	11 6 0	
Wotton Bassett - N.S.	40 0 0	1842						
Wraxall, South - N.S.	37 10 0	1842						
Wylie - - - N.S.	*45 0 0	1836						
Zeals - - - N.S.	42 0 0	1846	1 0 0¾					
WORCESTERSHIRE.								
Alvechurch - - N.S. 11	252 0 0	1857	2 7 4½	44 15 0	- -	- -	17 16 0	
Areley Kings - N.S.	55 0 0	1846	1 5 0¾					
Balsall Heath, St. Paul's - - N.S. 10	1,270 0 0	1857	24 10 7½	- -	12 10 0			
Badsey and Wickhamford - - - N.S.	125 16 0	1853	2 0 0					
Bartley Green - N.S.	*50 0 0	1840						
Bengeworth - - N.S. 4	150 0 0	1847	3 8 3½	40 0 0	- -	202 15 0		
,, - - - ,,	50 0 0	1848						
Berrow - - - N.S.	*45 0 0	1835						
Bewdley, Far Forest N.S.	60 0 0	1849	1 8 11½					
Blockley, Upper Ch. of E. 8	- -	- -	- -	5 16 8	- -	- -	14 9 0	
Bredicot - - N.S.	160 0 0	1845	2 8 5					
,, - - - ,,	30 6 6	1848						
,, - - - ,,	12 10 0	1856						
Bretforton - - N.S.	75 0 0	1848						
Broadheath - N.S.	*18 0 0	1836						
Broadway, St. Mary's R.C. 3	150 0 0	1857	- -	15 11 8	- -	35 0 0	14 3 0	
Bromsgrove - - N.S. 11	*200 0 0	1834	13 19 3½	171 16 8	- -	372 3 4	55 0 0	
Bromsgrove, The Lickey N.S. 11	295 0 0	1855	- -	53 10 0	- -	46 10 0	24 4 0	
Bromsgrove Park Place - - - R.C.	- -	- -	- -	33 0 0				
Castle Morton - N.S.	102 0 0	1849						
Claines - - - N.S.	*100 0 0	1841	2 0 0½					
Claines, St. George's N.S. 12	*123 0 0	1835	3 6 8	6 13 4	- -	- -	2 12 0	
Clent - - - N.S.	- -	- -	1 17 2					

[a Retiring pension.

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WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Clifton-on-Teme - N.S. 12	100 0 0	1844	1 5 8	- - -	- - -	- - -	4 8 0	0 7 6
Cradley - - - N.S. 11	1,092 0 0	1856	5 14 7½	32 10 0	37 10 0	39 7 6	27 14 0	
Dodderhill - - N.S.	100 0 0	1846	1 11 1½					
" - - "	46 0 0	1847						
Droitwich, Coventry Charity - - N.S. 10	- - -	- - -	- - -	12 0 0				
Droitwich, St. Peter's N.S. 10	- - -	- - -	3 13 5½	106 10 0	- -	223 15 0	40 11 0	
Dudley, St. Edmund's N.S. 4	450 0 0	1847	6 4 4½	138 15 0	22 18 4	177 0 0	20 5 0	
Dudley, St. James' N.S.	150 0 0	1844						
Dudley, St. John's N.S. 4	395 0 0	1848	6 6 11½	3 15 0	- -	- -	12 18 0	
Dudley, St. Thomas' N.S. 4	520 0 0	1848	12 6 11½	53 9 2	- -	141 2 6	10 2 0	
Dudley - - - B.S.	*400 0 0	1835						
Eldersfield - - N.S.	- - -	- - -	1 16 8¾					
Evenload - - N.S.	28 0 0	1844						
Evesham - - N.S. 4	275 0 0	1844	5 12 2¾	58 13 4	- -	182 14 2	27 15 0	
Evesham - - B.S. 6	160 0 0	1846	- -	138 6 8	- -	469 3 4	10 17 0	
Finstall - - - N.S.	65 0 0	1848						
Grimley - - - N.S.	- - -	- - -	1 1 2¾					
Hagley - - - N.S. 11	- - -	- - -	5 10 2½	114 0 0	- -	304 2 6	48 19 0	15 7 6
Hagley, Infants - N.S.	85 0 0	1856						
Hales Owen - - N.S. 12	*285 0 0	1833	4 16 1½	52 10 0	- -	263 10 0	45 6 0	
" - - - "	42 0 0	1845						
" - - - "	4 0 0	1845						
" - - - "	3 6 3	1856						
Hales Owen (Quinton), Ch. Ch. - - - N.S.	54 0 0	1842						
" " - - "	10 0 0	1844						
" " - - "	110 0 0	1850						
" " - - "	25 0 0	1852						
Hallow, Endowed - N.S.	- - -	- - -	1 15 4¾					
Hanbury - - N.S. 11	- - -	- - -	- - -	11 5 0	- -	- -	1 9 0	
Harvington - N.S.	59 0 0	1849	2 0 0					
Headless Cross - N.S. 11	- - -	- - -	- - -	27 10 0	- -	- -	13 5 0	
Holt and Witley - N.S.	*30 0 0	1838						
Inkberrow - - N.S. 11	112 10 0	1852	4 10 0	- -	- -	- -	1 19 0	
Kidderminster, St. George's - - N.S. 11	26 13 4	1850	10 18 11½	107 6 8	- -	666 10 0	45 5 0	
" " - - "	39 0 0	1855						
" " - - "	210 0 0	1856						
Kidderminster, St. John's - - N.S.	60 0 0	1844						
" - - "	8 6 8	1853						
Kidderminster, St. Mary's - - - N.S. 11	50 0 0	1851	12 7 4½	199 6 8	24 3 4	605 0	72 10 0	
Kidderminster, New Meeting House Charity Schools - - - - 11	- - -	- - -	8 0 2	15 5 0	- -	23 8 4	16 2 0	
Kidderminster, (Mill Street), Infants - N.S. 11	- - -	- - -	- - -	14 0 0	- -	114 18 4		
Longdon, Endowed N.S.	116 0 0	1850						
Lye - - - N.S.	160 0 0	1846	2 3 5½					
Lye (Stamber-Mill) N.S.	230 0 0	1853						
" - "	50 0 0	1855						
Malvern Morris - Ch.S. 10	- - -	- - -	- - -	33 11 8	- -	46 10 0	11 2 0	
Malvern, The Link N.S. 4	75 0 0	1845	- -	22 10 0	- -	3 15 0	8 2 0	
Malvern, Great, St. Mary's (Barnard's Green) - - N.S.	50 0 0	1843	1 0 0					
Malvern (North) - N.S.	- - -	- - -	1 3 4					
Malvern Wells, St. Peter's - - N.S.	*50 0 0	1839						
Martley - - N.S. 11	144 0 0	1847	2 15 1	48 15 0	- -	- -	6 10 0	
Moreton, Abbot's - N.S.	20 0 0	1845	1 10 0					
Moseley - - - N.S. 10	- - -	- - -	2 19 4	71 13 4	- -	102 0 0	14 1 0	
Newbold-on-Stour - N.S. 7	93 0 0	1849	1 10 6½	49 0 0	- -	95 0 0	17 19 0	
Northfield - - N.S.	*100 0 0	1838						
Offenham - - N.S. 11	- - -	- - -	1 2 9¾	7 0 0	- -	95 0 0	5 12 0	
Oldbury - - N.S. 2	*75 0 0	1834	8 9 7	63 0 0	- -	230 15 0	21 5 0	
" - - - "	44 13 4	1855						

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WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Oldbury (Chance's) N.S. 2	340 0 0	1852	4 16 1½	126 8 4	34 3 4	143 15 0	23 4 0	
" " "	- - -	- -	*a* 10 0 0					
Oldbury - - - Wes. 2	- - -	- -	12 16 8½	10 16 8	- -	173 5 0	29 0 0	
Pershore - - N.S. 12	32 0 0	1848	9 8 2	154 6 8	- -	590 0 0	70 14 0	7 11 0
" - - "	180 0 0	1854						
Pershore - - B.S. 6	- - -	- -	- - -	- - -	- -	18 6 8	13 12 0	
Powick - - - N.S. 11	*60 0 0	1840	3 9 2¼	22 10 0	- -	96 5 10		
" - - - - "	13 0 0	1847						
" - - - - "	13 0 0	1853						
Redditch - - N.S. 12	600 0 0	1846	9 16 7½	97 5 10	- -	699 14 2	46 4 0	
" - - - - "	87 0 0	1851						
" - - - - "	24 0 0	1857						
Redmarley - - N.S. 12	64 0 0	1847	- - -	13 0 0	- -	23 15 0		
Ripple - - - N.S.	120 0 0	1846						
Romsley - - - N.S.	63 0 0	1851	1 6 8½					
Salwarpe - - - N.S.	- - -	- -	0 16 8					
Sedgeberrow - - N.S.	40 0 0	1845	0 19 11½					
Shelsley, Woodbury Hill Reformatory S. - 10	- - -	- -	- - -	- - -	- -	- - -	- -	102 19 10
Shipston-on-Stour - N.S. 8	66 10 0	1842	2 18 5	47 16 8	- -	48 2 6		
Sparkbrook - - N.S.	764 0 0	1857	18 8 2					
Stoke Prior - - N.S.	*100 0 0	1840						
" - - "	15 0 0	1848						
Stourbridge - - N.S.	475 0 0	1845	3 9 6½					
Stourbridge (Wollaston Road) - B.S. 4	- - -	- -	3 0 1	10 0 0				
Stourbridge (New Road) - - - Wes. 11	- - -	- -	2 6 8	34 0 0	- -	29 0 0	13 6 6	
Stourport, or Lower Mitton - - N.S. 11	248 0 0	1845	12 16 4½	147 10 0	- -	448 17 6	34 4 0	
" " - "	11 6 8	1852						
Stowerton - - N.S.	40 0 0	1841						
Tardebigge - - N.S. 11	- - -	- -	1 5 0	- -	- -	89 7 6		
Tenbury - - N.S. 10	414 0 0	1856	2 4 2½	26 5 0	- -	15 0 0	20 2 0	5 6 8
Upton-on-Severn - N.S. 11	50 0 0	1841	4 18 3½	12 10 0	- -	- - -	10 15 0	
" " - "	3 1 4	1848						
" " - "	49 0 0	1849						
" " - "	90 0 0	1852						
Wichenford - - N.S.	67 0 0	1849	1 0 0					
Worcester, All Saints' N.S. 11	250 0 0	1848	3 16 0½	16 13 4				
Worcester, St. Andrew's - - N.S.	*200 0 0	1835						
Worcester, St. Clement's - - N.S.	276 0 0	1856	6 0 8½					
Worcester, St. John's (in Bedwardine) - N.S. 12	75 0 0	1843	16 12 5½	196 10 0	- -	653 16 8	12 0 0	4 6 0
" " - "	186 6 0	1847						
" " - "	1 12 0	1855						
Worcester, St. Martin's N.S. 12	*250 0 0	1837	16 7 4½	193 16 8	22 1 8	567 0 0	46 10 0	
" " - "	21 0 0	1848						
" " - "	50 0 0	1853						
Worcester, St. Paul's, Boys and Girls - N.S.	100 0 0	1848	8 1 2½					
" " - "	7 0 0	1848						
" " - "	118 0 0	1849						
" " - "	5 3 4	1850						
Worcester, St. Paul's, Infants - - N.S. 11	- - -	- -	- - -	32 6 8	- -	190 13 4		
Worcester, St. Peter's (Diglis Street) - N.S. 12	300 0 0	1845	16 9 5	159 0 0	- -	551 13 4	56 6 0	
" " - "	25 0 0	1847						
" " - "	59 11 4	1856						
" " - "	239 0 0	1856						
Worcester, " Church Schoolmasters' Association - - - -	- - -	- -	3 8 10½					
Worcester, St. George's R.C.	- - -	- -	1 3 4					
Wribbenhall - - N.S. 11	12 16 8	1857	- - -	32 15 0	- -	20 17 0		

a Scientific apparatus.

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	Amount.	Date of Payment.						
YORKSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Acklam - - N.S.	- - -	- - -	2 6 8½					
Ackworth (Lowther's Hospital), Boys - - - N.S. 7	- - -	- - -	2 10 0½	67 10 0	- - -	- - -	23 14 0	
Ackworth, Girls - N.S. 7	- - -	- - -	2 9 11½	37 11 8	- - -	180 5 0	7 0 0	
Ackworth, Low (Mrs. Howard's) School 5	- - -	- - -	- - -	8 6 8	- - -	- - -	3 5 0	
Addingham - - N.S. 3	200 0 0	1845	9 12 4½	34 0 0	- - -	107 3 4	67 0 0	
" - - - "	15 14 6	1855						
Adwick-le-Street - N.S.	*60 0 0	1835						
Aldborough and Boroughbridge - - N.S. 6	682 10 0	1855	7 16 4½	92 17 6	- - -	286 10 0	42 6 0	
Aldborough - Ch. of E. 6	- - -	- - -	- - -	30 0 0	- - -	- - -	7 0 0	
Allerston - - N.S.	*20 0 0	1838	0 3 1					
Allerston - - B.S.	8 1 6	1846						
Allerton - - N.S.	*73 0 0	1838						
Allerton - - B.S. 4	200 0 0	1846	2 0 0½	- - -	- - -	42 10 0	58 2 0	
Allerton Mauleverer R.C. 7	- - -	- - -	3 9 5½	115 10 0	- - -	107 14 2		
Allerton, North - N.S. 3	330 0 0	1844	1 1 9½	140 10 0	- - -	444 12 1	9 18 0	
" - - - "	23 13 4							
Almondbury, Central N.S. 12	343 0 0	1846	12 12 3	274 5 0	- - -	696 15 0	77 3 0	28 11 9
" - - - "	36 6 0	1857	a20 0 0					
Alverthorpe " and Hanshaw - - N.S. 8	150 0 0	1849	3 6 8½	68 11 8	8 6 8	15 0 0	46 3 0	
" - - - "	31 11 6	1856						
Appleton, Roebuck N.S. 4	- - -	- - -	- - -	6 5 0	- - -	7 10 0		
Ardsley - - - N.S. 7	60 0 0	1841	4 18 5½	50 0 0	- - -	271 10 0	27 13 0	
" - - - "	15 0 0	1845						
" - - - "	50 0 0	1848						
" - - - "	5 14 0	1854						
" - - - "	48 0 0	1855						
Arksey - - - N.S.	57 0 0	1843						
Armitage Bridge - N.S. 12	- - -	- - -	7 16 10½	89 7 6	- - -	465 3 4	52 6 0	
Askern - - - N.S. 8	- - -	- - -	1 2 6	- - -	- - -	97 13 2	6 3 0	
Askham Bryan - N.S.	179 0 0	1857	2 1 3					
Aston - - - N.S. 7	- - -	- - -	1 0 2½	25 6 8	- - -	- - -	4 10 0	
Attercliffe, Boys - N.S. 8	110 0 0	1842	b18 2 8½	77 1 8	16 13 4	558 6 8	25 16 0	
" - - - "	20 0 0	1845						
" - - - "	42 0 0	1855						
Attercliffe, Girls - N.S. 8	150 0 0	1847	- - -	23 3 4	40 0 0	407 18 4	4 10 0	
Atwick - - - N.S.	- - -	- - -	1 0 0¼					
Austerlands - - N.S.	60 0 0	1841						
Ayton, Great - B.S. 6	140 0 0	1846	2 2 1	- - -	- - -	100 0 0		
Bailiff's Bridge - B.S. 9	- - -	- - -	- - -	4 3 4				
Baildon - - - N.S.	150 0 0	1852	1 6 8½					
Balby and Hexthorpe - - N.S. 8	- - -	- - -	2 13 4	106 3 4	- - -	273 8 4	15 14 0	
Baldersby - - N.S.	- - -	- - -	3 6 8					
Bankfoot, St. Matthew's - - - N.S. 2	201 13 4	1854	2 5 2½	34 7 6	- - -	64 13 4	12 9 0	
Bardsey - - - N.S. 5	- - -	- - -	1 6 8	103 15 0	- - -	140 0 0	11 5 0	
Barmby Moor - N.S.	108 0 0	1846	3 1 1½					
Barmby-on-the-Marsh - - N.S.	*55 0 0	1834						
Barnburgh - - N.S.	- - -	- - -	2 6 8½					
Barnoldwick - - N.S. 2	*150 0 0	1837	3 14 3	16 5 0	- - -	1 5 0	7 9 0	
Barnsley - - - N.S. 8	78 12 8	1837	- - -	23 15 6	- - -	503 0 0		
Barnsley - - Wes.	444 0 0	1857						
Barnsley, St. George's N.S. 8	- - -	- - -	9 5 7	57 8 4	- - -	617 10 0	5 0 0	
Barnsley, St. John's N.S. 8	260 0 0	1848	4 4 2½	3 5 0	- - -	162 3 4		
Barnsley, St. Mary's N.S. 7	118 0 0	1843	1 19 0	33 10 0	- - -	- - -	14 7 0	
Barnsley, Holyrood R.C. 7	- - -	- - -	8 10 10½	53 0 0	- - -	308 10 0	35 11 0	
Barrow - Ch. of E. 7	- - -	- - -	- - -	72 16 8	- - -	66 10 0	4 10 0	
Barwick-in-Elmet - N.S. 4	- - -	- - -	2 8 0½	40 15 0	- - -	88 0 0	12 0 0	
Batley - - - N.S.	140 0 0	1848	4 1 8					
Batley - - - Wes. 9	616 17 6	1854	17 9 2½	56 0 0	- - -	114 10 0	64 18 0	
Batley Carr - - N.S.	406 0 0	1846	2 18 4					

a Scientific apparatus.

b This amount was shared by the Boys' and Girls' schools.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Battyeford, Ch. Ch. (in Mirfield) - N.S. 11	175 0 0	1841	7 16 1½	113 3 4	- - -	101 13 4	23 1 0	
" " - "	157 0 0	1844	- - -	27 10 0	- -	246 19 2	84 4 0	
Bedale - - N.S. 3	188 0 0	1846	1 16 8½	11 18 4	- -	- -	2 15 0	
Beeford - - N.S. 6	42 10 0	1847						
Beverley, Beckside N.S.	86 0 0	1852	14 10 1½	52 18 4	- -	512 1 8	23 15 0	
Beverley-Minster - N.S. 6	360 0 0	1849	a8 13 4					
" " "	- -	- -						
Beverley, St. Mary's and St. Nicholas' - N.S. 5	219 0 0	1850	8 7 1½	161 13 4	- -	458 10 0		
Beverley, Wood Street N.S.	100 0 0	1841						
Beverley - - Wes. 7	191 0 0	1852	9 8 5½	151 0 0	- -	370 0 0	37 0 0	
Bierley - - N.S. 1	- -	- -	4 16 11½	63 0 0	- -	97 10 0	32 14 0	
Bierley, Sticker Lane - - N.S.	- -	- -	2 8 11					
Bingley - - N.S.	- -	- -	5 10 10½					
Birkenshaw - - N.S.	*75 0 0	1840						
" - - "	45 0 0	1842						
" - - "	100 0 0	1846						
" - - "	192 0 0	1852						
" - - "	36 7 6	1852						
Birstal - - - N.S. 1	339 0 0	1848	9 11 0	102 10 0	- -	365 0 0	57 12 0	
" - - "	6 0 0	1852						
Birstwith - Ch. of E. 3	- -	- -	- -	19 6 8	- -	- -	7 14 0	
Bishopthorpe - N.S. 6	- -	- -	- -	22 15 0	- -	56 13 4	2 12 0	
Bolsterstone - - N.S. 7	200 0 0	1852	3 6 8	50 0 0	- -	52 10 0	13 8 0	
Bolton-on-Dearne - N.S. 3	54 0 0	1841	1 10 0	- -	- -	- -	4 9 0	
Boothbanks - - N.S. 10	- -	- -	1 3 4½	- -	- -	- -	6 17 0	
Boston, Clifford, and Bramham - - Wes. 5	168 17 6	1853	3 10 0	87 0 0	- -	75 0 0	24 8 0	
Boston Spa - - N.S. 4	355 0 0	1856	3 6 8	24 15 0	- -	- -	5 4 0	
Bowling, St. John's N.S. 1	- -	- -	- -	35 0 0	- -	8 15 0	16 6 0	
Bracewell - - N.S.	36 0 0	1845						
Bradford, Borough West - - - B.S. 3	240 0 0	1844	9 11 7	86 11 8	- -	300 0 0	9 13 0	
" " "	160 0 0	1848						
" " "	58 0 0	1856						
Bradford, Ch. Ch. - N.S. 1	454 10 0	1853	3 8 8½	101 7 6	- -	96 1 8	8 4 0	
Bradford, Daisy Hill N.S.	300 0 0	1844	1 10 1					
Bradford, Hill Top, Low Moor, Infants N.S.	65 0 0	1844						
" " " - "	30 0 0	1844						
" " " - "	89 0 0	1849						
" " " - "	44 10 0	1850						
Bradford, Low Moor, Boys and Girls - N.S. 2	- -	- -	4 13 0½	- -	- -	675 16 8		
Bradford, Manchester Road, Model Factory - - - N.S. 1	80 0 0	1850	16 17 9½	277 6 8	- -	1,604 11 8	34 18 0	
" " - - "	1,895 0 0	1856						
Bradford, (Messrs. Walkers') Factory N.S. 1	- -	- -	14 12 8½	149 10 0	179 7 6	798 10 0	45 0 0	
Bradford, New Leeds N.S. 1	357 0 0	1846	12 11 6¾	46 0 0	- -	210 5 10	12 14 0	
Bradford, Richmond Terrace - - Wes. 4	- -	- -	- -	48 15 0	- -	63 0 0	16 4 0	
Bradford, St. James' N.S. 1	- -	- -	10 12 11½	54 13 4	- -	638 8 4	23 18 0	
Bradford, St. Jude's N.S. 1	406 0 0	1846	10 19 5¾	38 13 4	- -	455 16 8		
" " - "	44 10 0	1855						
" " - "	24 0 0	1857						
Bradford, St. Marie's R.C. 8	- -	- -	5 0 2	23 15 0	- -	- -	36 6 0	
Bradford, Stot Hill N.S. 1	- -	- -	18 8 2	197 15 10	- -	1,046 10 0	31 10 0	
Brafferton - - N.S.	- -	- -	2 7 6					
Bramley - - N.S. 9	398 0 0	1850	2 11 8½	82 10 0	- -	175 15 0	17 6 0	
Bramley - - Wes. 4	- -	- -	3 9 10½	143 15 0	- -	267 5 0	7 12 0	
Bramley Whitecote N.S.	125 0 0	1848						
Brampton Bierlow N.S. 8	- -	- -	9 14 5½	39 5 0	- -	430 3 4	62 17 0	

a Scientific apparatus.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brantingham-cum-Elkerker - - N.S.	70 0 0	1846	2 10 9½					
Brawby - - - N.S.	66 0 0	1854	0 18 4½					
Bretton (Monk) - N.S.	200 0 0	1846	1 10 0	- - -	- - -	- - -	10 2 0	
Bridlington - - N.S. 6	94 6 8	1856	6 15 10½	89 11 8	- - -	213 1 8	61 15 0	
Bridlington, Infants N.S. 5	- - -	- - -	- - -	27 6 8	- - -	18 6 8	8 7 0	
Bridlington Quay B.S.	*100 0 0	1837						
Bridlington Quay, Ch. Ch. - - N.S. 6	330 0 0	1850	1 19 11½	16 10 0	- - -	105 8 4	14 5 0	
Bridlington Quay Wes. 8	17 11 0	1853	6 8 1	78 15 0	30 0 0	274 0 0	52 4 0	
" " - - -	- - -	- - -	a15 16 0					
Brighouse, Infants N.S. 7	*150 0 0	1836	6 10 0½	23 15 0	- - -	- - -	15 16 0	
" " "	18 0 0	1845						
Brockholes - - - N.S.	*64 0 0	1839						
Brompton - - B.S. 5	150 0 0	1841	- - -	5 0 0	- - -	5 0 0	6 1 0	
Brompton-on-Swale N.S.	- - -	- - -	1 0 11	17 10 0				
Broughton - - R.C. 8	- - -	- - -	2 8 11½	134 13 4	- - -	136 13 4	20 17 0	
Burley in Wharfdale (near Otley) - N.S. 10	20 0 0	1845	6 9 1	58 10 0	- - -	319 10 0	54 1 0	
Burley (near Leeds) N.S. 9	238 0 0	1847	5 6 11½	127 16 8	- - -	404 15 0	21 10 0	
Burley Township - B.S. 4	- - -	- - -	3 10 0½	- - -	- - -	171 0 0	18 15 0	
Burneston, Endowed N.S.	70 0 0	1853	1 13 4½					
Burnlee, Infants - N.S.	100 0 0	1852						
Burton Agnes - - N.S. 6	*48 0 0	1835	- - -	17 0 0	- - -	82 10 0	5 16 0	
Burton, Bishop - N.S. 6	- - -	- - -	- - -	6 5 0	- - -	- - -	4 0 0	
Burton Constable - R.C.	- - -	- - -	1 1 4½					
Burythorpe - - N.S. 5	- - -	- - -	1 1 4½	102 0 0	- - -	230 6 8	2 0 0	
Buslingthorpe - N.S. 9	95 0 0	1843	11 9 2	110 0 0	- - -	655 10 0		
" - "	37 0 0	1852						
Calder Farm Reform. - 11	- - -	- - -	1 0 0	- - -	- - -	- - -	- - -	331 3 2R
Calverley - - N.S. 10	- - -	- - -	5 15 10½	- - -	- - -	360 10 0	58 2 0	
Calverley, Infants - N.S. 10	270 0 0	1856	- - -	7 10 0	- - -	- - -	7 11 0	
Calverley - - Wes. 2	- - -	- - -	2 3 4½	- - -	- - -	1 5 0	8 17 0	
Cantley - - - N.S. 6	88 0 0	1848	- - -	- - -	- - -	- - -	5 10 0	
Carcroft (in Owston) N.S. 7	53 0 0	1843	- - -	- - -	- - -	52 10 0		
Carlton - - Ch. of E. 2	- - -	- - -	- - -	6 13 4				
Carlton - - - R.C. 8	- - -	- - -	2 1 8	- - -	- - -	32 10 0		
Carlton in Coverham - - N.S.	*55 0 0	1836						
Carlton in Snaith. Ch. E. 5	- - -	- - -	- - -	10 0 0	- - -	- - -	0 16 0	
Carlton Miniott - N.S.	73 10 0	1850	1 6 8½					
Castleford - - N.S. 4	*39 0 0	1839	3 0 0	36 5 0	- - -	- - -	11 0 0	
Castle Howard Reform. 11	- - -	- - -	- - -	- - -	- - -	- - -	- - -	95 17 11R
Catwick - - - N.S.	45 0 0	1847						
Cave, North, Boys N.S. 6	- - -	- - -	1 4 0	88 5 0	- - -	- - -	25 1 0	
Cave, North, Girls N.S. 6	- - -	- - -	2 0 10	59 3 4	- - -	73 15 0	17 19 0	
Cave, North - - Wes. 12	- - -	- - -	- - -	13 15 0				
Choppards in Holmfirth - - - N.S.	*80 0 0	1840						
Clayton - - - N.S. 2	- - -	- - -	3 2 0	75 0 0	- - -	50 3 4	42 3 8	
Cleckheaton - - N.S. 1	*200 0 0	1835	6 9 1½	68 0 0	- - -	352 13 4	72 16 0	
" - - "	220 0 0	1847						
" - - "	10 12 6	1848						
" - - "	4 10 0	1850						
" - - "	20 0 0	1851						
" - - "	19 8 0	1854						
" - - "	6 14 0	1856						
" - - "	97 0 0	1857						
Cleckheaton - - B.S.	*175 0 0	1835						
Clifford - - - N.S. 4	- - -	- - -	1 17 6	31 12 6	- - -	32 10 0		
Clifford, St. Edward's - - - R.C. 7	- - -	- - -	2 16 9½	- - -	- - -	47 1 8		
Clifton - - - N.S.	33 0 0	1841						
Coley - - - N.S. 12	225 0 0	1845	8 14 11	124 19 2	- - -	275 8 4	41 8 0	11 5 4
" - - "	- - -	- - -	a10 9 0					
Coley, North Owram, Ch. of E. 11	- - -	- - -	- - -	8 6 8	- - -	- - -	6 15 10	
Conisborough, Infts. N.S. 7	- - -	- - -	- - -	- - -	- - -	- - -	2 0 0	
Coniston, Cold Ch. of E. 3	- - -	- - -	- - -	- - -	- - -	- - -	16 15 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cononley in Kildwick - - - N.S. 1	110 0 0	1846	2 1 1½	79 2 6	- - -	150 8 4	30 9 0	
Cottingham - - N.S. 6	*100 0 0	1836	5 0 0½	51 5 0	- - -	202 13 4	36 13 0	
Cowcliffe and Netheroyd - - N.S. 11	297 0 0	1856	1 18 5	28 15 0	- - -	15 0 0	8 7 0	
Cowling, Cross Hills N.S. 1	192 0 0	1847	1 9 6	15 0 0	- - -	98 15 0		
Cowton, East - N.S.	50 0 0	1843	1 1 4					
Crakehill District - N.S.	- - -	-	1 7 5					
Crayke - - - N.S. 4	- - -	-	- - -	89 11 8	- - -	- - -	15 6 0	
Croft - - - N.S. 3	100 0 0	1845	9 4 0	155 7 6	- - -	191 17 6	28 4 0	
" - - - "	65 2 6	1851						
" - - - "	19 0 0	1855						
Crossland, South - N.S.	*115 0 0	1836	2 14 8½					
Cross Pool - - N.S. 8	- - -	-	1 18 11½	- - -	- - -	25 16 8		
Cross Stone - - N.S. 12	250 0 0	1847	1 6 10½	- - -	- - -	90 13 4		
Cullingworth - - N.S.	152 0 0	1848						
Cullingworth - Wes. 6	722 0 0	1857	7 0 8½	6 5 0	- - -	238 18 4	42 18 0	
Dalton - - - N.S.	*37 0 0	1840	1 1 2					
" - - - "	45 0 0	1846						
Dallowgill - - N.S. 10	- - -	-	1 10 0	13 15 0	- - -	- - -	3 5 0	
Danby - - - N.S. 5	- - -	-	1 10 0	15 0 0	- - -	- - -	7 2 0	
Darfield - - - N.S. 7	103 0 0	1842	7 18 2	- - -	- - -	100 0 0	33 12 0	
Darnall - - - N.S.	*144 0 0	1840						
" - - - "	9 15 6	1845						
Deepcar - - - N.S.	226 0 0	1857	3 2 6					
Denby Grange - N.S. 7	- - -	-	7 9 5½	31 5 0	- - -	446 16 0	59 12 0	
Denholme Gate - N.S. 2	208 0 0	1847	2 13 8	- - -	- - -	78 10 0	36 8 0	
Dent - - - N.S.	180 0 0	1845						
Dewsbury (Middle Parish) - - N.S. 8	430 0 0	1843	13 3 1	280 18 4	- - -	709 16 8	7 10 0	
" - - - "	20 0 0	1845						
Dewsbury Moor, Sunday School - - -	*110 0 0	1839						
Dewsbury, West Town N.S. 7	670 18 6	1855	2 10 0½	- - -	- - -	- - -	12 3 0	
Dodworth, Town, Boys - - - N.S. 7	- - -	-	4 16 8	- - -	- - -	222 10 0	5 2 0	
Dodworth, G. & I. - N.S. 7	250 0 0	1850	1 12 4½	11 13 4	- - -	210 0 0	16 3 0	
" " - - "	3 9 4	1855						
Doncaster - - - N.S. 8	170 0 0	1844	6 3 6	297 5 0	- - -	1,506 11 8	41 2 0	
" - - - "	10 0 0	1848						
" - - - "	10 0 0	1849						
" - - - "	90 0 0	1855						
Doncaster, Ch. Ch. N.S. 7	424 10 0	1852	4 19 5½	171 7 6	67 10 0	507 0 0	79 2 0	
" " - "	76 0 0	1856						
Doncaster (Great Northern Railway Company's) - N.S. 6	- - -	-	9 4 3	65 5 0	- - -	189 13 4	25 6 0	
Doncaster - - B.S. 4	*300 0 0	1835	17 13 0	191 10 0	- - -	1,261 10 0	14 8 0	
" - - - "	175 0 0	1848	- -	*a*30 0 0				
" - - - "	19 10 0	1855						
Doncaster - - R.C. 7	- - -	-	1 13 4	20 0 0	- - -	15 0 0	1 3 0	
Draughton - - N.S.	100 0 0	1851						
Driffield, Great - N.S. 6	516 0 0	1855	4 14 11¼	58 6 8	34 3 4	42 1 8	22 18 0	
Dringhouses, St. Edward's - - N.S. 6	- - -	-	2 12 8½	151 10 0	- - -	38 15 0	24 5 0	
Easington - - N.S.	*28 0 0	1834						
Eastoft - - - N.S. 6	82 10 0	1849	- - -	- - -	- - -	52 10 0		
" - - - "	5 1 0	1849						
Eastrington - - N.S.	89 0 0	1845						
Ecclesall - - N.S. 7	*100 0 0	1834	2 17 11	152 0 0	- - -	224 10 10	3 4 0	
b Ecclesall, Greystones N.S. 7	- - -	-	- - -	48 6 8	- - -	197 16 8		
Ecclesall, Parsonage Ch. of E. 7	- - -	-	2 5 3½	- - -	- - -	183 16 8		
Ecclesfield, Feoffees Sch. 6	- - -	-	3 0 5½	- - -	- - -	- - -	14 2 0	
Ecclesfield, High Green B.S. 10	101 0 0	1845	8 5 0½	139 14 2	16 13 4	325 10 0	50 19 0	
" " - "	100 0 0	1848						

a Retiring pension. *b* This school has merged into Ecclesall N.S.

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ecclesfield, Shire Green, Pismire Hill - N.S.	205 8 0	1857						
Eccleshill - - N.S.	150 0 0	1844	5 8 4¾					
Elland - - - N.S. 12	500 0 0	1847	12 9 4½	278 8 4	- - -	784 5 0	77 10 0	
" - - - "	10 0 0	1851						
" - - - "	13 6 8	1853						
Elmsall, South Wes. 10	323 10 9	1856	4 13 4	15 0 0	- - -	- - -	6 11 0	
Elsecar - - - N.S. 8	222 0 0	1852	11 10 11¼	124 6 8	90 0 0	339 18 4	95 17 0	25 15 0
Embsay-cum-Eastby, St. Mary's - - N.S. 1	126 0 0	1849	7 14 6	67 10 0	- -	270 15 10	32 10 0	
" - - - "	57 0 0	1850						
Escrick - - - N.S. 5	- - -	- - -	- - -	103 0 0	- -	507 15 10	14 17 0	
Etton - - - N.S. 6	292 0 0	1856	2 0 10½	26 5 0	- -	21 5 0	4 5 0	
Etton, Infants - N.S.	91 0 0	1857						
Farnley - - - N.S.	336 0 0	1848						
Farnley Tyas - - N.S.	- - -	- - -	1 13 4					
Farsley, St. John's N.S. 10	236 0 0	1848	2 17 7½	13 10 0	- -	109 10 0	54 4 0	
" - - - "	266 17 0	1857						
Fenton (Church) - N.S.	*40 0 0	1840						
Filey - - Ch. of E. 6	- - -	- - -	1 8 4	6 5 0				
Filey - - Wes. 7	- - -	- - -	- - -	46 0 0				
Flamborough - N.S. 6	100 0 0	1846	3 0 0½	31 5 0	- -	- - -	6 3 0	
Flockton (Manor House) - - B.S. 3	- - -	- - -	3 2 8½	12 0 0	- -	192 9 2	2 15 0	
Foston - - - N.S. 4	25 0 0	1844	- - -	3 15 0	- -	- - -	2 1 0	
Friday Thorpe - N.S.	26 0 0	1841						
Frodingham, North N.S. 6	85 0 0	1845	- - -	- - -	- - -	38 19 2	8 13 0	
Fulford - - - N.S.	35 0 0	1845						
Fulwood - - N.S.	45 0 0	1841	1 8 8					
Garforth - - N.S. 10	- - -	- - -	2 5 10½	11 5 0	- -	- - -	4 5 6	
Garforth - - Wes. 3	- - -	- - -	2 10 0½	80 12 6	- -	50 0 0	25 15 0	
Gargrave - - N.S. 2	248 7 8	1848	11 3 5½	202 0 0	- -	343 13 4	50 3 0	
" - - - "	12 12 0	1856						
Gargrave, St. Mary's R.C.	- - -	- - -	0 18 8½					
Garsdale - - - N.S.	54 0 0	1841						
Garthorpe - - N.S. 5	- - -	- - -	- - -	- - -	- - -	73 6 8		
Garton-on-the-Wolds Ch. of E. 6	- - -	- - -	- - -	18 15 0				
Gawthorpe - - N.S.	123 10 0	1841						
" - - - "	48 6 8	1857						
Giggleswick - - N.S. 2	- - -	- - -	2 16 2	16 5 0	- -	31 8 4	31 11 0	
Gildersome - - N.S.	*73 0 0	1840						
" - - - "	16 10 0	1840						
" - - - "	10 0 0	1846						
" - - - "	6 10 0	1847						
Gilling - - - N.S. 4	208 0 0	1848	1 11 0½	126 0 0	- -	471 17 6	97 1 0	
Golcar - - - N.S. 10	- - -	- - -	- - -	- - -	- -	- - -	4 5 0	
Goldsborough - N.S. 4	- - -	- - -	1 13 4	23 15 0	- -	- - -	1 14 0	
Gomersall, Little - N.S. 1	170 0 0	1844	3 10 10	28 15 0	- -	209 5 0	36 2 0	
Goole, St. John's - N.S. 5	288 0 0	1847	5 4 2½	87 10 0	- -	447 8 4	25 10 0	
" " - - "	83 5 0	1857						
Goole - - - Wes. 12	- - -	- - -	12 18 2½	107 10 0	- -	450 0 0	60 8 0	
Grassington - - N.S. 1	110 0 0	1846	4 3 3½	26 13 4	- -	306 7 6	35 8 0	
" - - - "	50 0 0	1852						
Greenholme Mills - B.S. 4	- - -	- - -	- - -	3 15 0	- -	3 15 0	17 4 0	
Greetland - - Wes. 9	- - -	- - -	13 13 8	46 0 0	- -	612 16 8	107 3 0	
Greenhow and Bridge House Gate - N.S.	- - -	- - -	2 5 1					
Grewelthorpe - N.S.	*36 0 0	1837	1 2 0½					
Grimstone (Lady Londesborough's) - - 3	- - -	- - -	- - -	15 11 8				
Grindleton - - N.S.	*30 0 0	1838						
Grosmont - - N.S.	54 0 0	1846	1 6 8½					
" - - - "	34 0 0	1857						
Guisborough (Providence) - - - N.S. 4	261 0 0	1857	- - -	18 0 0	- -	39 16 3	7 9 3	
Guisley - - - N.S.	*160 0 0	1841	10 19 11					
Gunnerside - - Wes. 6	- - -	- - -	- - -	6 5 0	- -	6 5 0	10 15 0	
Hanisworth - - B.S.	*40 0 0	1836						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Halifax (Copley Factory) - Ch. of E. 11	- - -	- -	23 13 1½	177 9 2	- -	800 4 2		
" " " "	- - -	- -	*a*10 0 0					
Halifax, Haley Hill Shed - - N.S. 11	- - -	- -	32 12 5½	135 5 0	20 16 8	875 13 4		
" " " "	- - -	- -	*a*18 0 8					
" " " Night Sch.	- - -	- -	- - -	32 3 4				
Halifax, Holy Trinity N.S. 11	- - -	- -	7 3 9½	40 3 4	- -	599 5 10	12 8 0	
Halifax, Orange Street Wes. 9	816 0 0	1857	5 0 0½	0 0 0				
Halifax (Queen's Head) - - - N.S. 12	400 0 0	1848	16 2 3½	101 15 0	86 5 0	812 0 0	53 16 0	
" " "	- - -	- -	*a*11 11 4					
Halifax, St. James', Cross Hills - - N.S. 10	432 0 0	1845	10 12 1½	216 15 0	36 13 4	1,251 10 0	24 15 0	
Halifax, St. James', Victoria - - N.S. 10	*300 0 0	1840	5 8 7½	166 10 0	20 0 0	1,142 0 0	19 15 0	
Halifax, South-east Parish - - N.S. 12	513 0 0	1845	11 10 1½	250 6 8	- -	1,075 1 8	64 7 0	
Halifax, Great Albion Street - - B.S.	350 0 0	1845	7 19 8½					
Hallam, Upper - B.S.	*30 0 0	1834						
Halton - - N.S.	35 0 0	1851						
Handsworth-Woodhouse N.S. 10	- - -	- -	- - -	11 5 0				
Hanging-Heaton - N.S.	130 0 0	1845	2 10 8½					
" " - "	74 0 0	1851						
Harewood " - N.S. 10	- - -	- -	- - -	95 0 0	116 5 0	32 10 0	11 16 0	
Harrogate, High - N.S. 3	*100 0 0	1837	4 5 3	- -	- -	173 6 8	10 8 0	
" " - "	100 0 0	1841						
Harrogate, Low, St. Mary's - - N.S. 4	*50 0 0	1837	4 2 7	93 7 6	- -	92 18 4	9 13 0	
Hawes - - - N.S. 4	135 0 0	1847	2 5 11½	3 15 0	- -	52 10 0	23 0 0	
" - - - "	16 0 0	1847						
Haworth - - N.S. 1	27 0 0	1851	4 16 3½	50 8 4	- -	684 0 0	112 4 0	
" - - - "	95 0 0	1856						
" - - - "	12 13 4	1856						
Haworth - - - Wes. 5	- - -	- -	15 10 11½	66 0 0	- -	441 15 10	102 8 0	
" - - - "	- - -	- -	*a*6 13 4					
Haworth - - B.S.	*125 0 0	1837						
Hazlewood - - R.C. 7	- - -	- -	1 11 7	51 6 8	- -	119 11 8		
Headingley, Glebe, Girls - - - N.S. 9	45 0 0	1848	2 14 10½	48 13 4	- -	117 10 0		
Headingley, Town, Boys - - - N.S. 10	187 0 0	1848	9 9 3½	92 2 6	- -	276 18 4	24 15 0	
" " - "	46 0 0	1855						
Heath - - - Par. 8	- - -	- -	2 6 8½	55 0 0	- -	15 0 0	21 13 0	
Heaton, Earl's - N.S. 2	290 0 0	1847	4 2 5½	141 12 6	- -	275 3 4	17 7 0	
Hedon - - - N.S. 6	*90 0 0	1837	- - -	15 0 0	- -	15 0 0	7 10 0	
Heeley - - - N.S. 8	- - -	- -	1 11 6½	48 15 0	- -	126 13 4	15 19 0	
Helmsley - - Wes. 5	- - -	- -	2 0 0	25 0 0	- -	42 10 0	25 16 0	
Hessay - - - N.S.	45 0 0	1852	0 9 4					
Hessle - - - N.S. 6	283 0 0	1856	5 0 0	18 15 0	- -	12 1 8	6 17 0	
Holbeck and Wortley B.S.	150 0 0	1843						
Holme (Lane End) B.S.	*60 0 0	1837						
Holme - - - Wes. 4	- - -	- -	2 6 9	3 15 0	- -	28 15 0	24 0 0	
Holme - - - R.C.	- - -	- -	1 6 8½					
Holme Bridge - N.S. 10	180 0 0	1842	4 2 9½	11 5 0	- -	- -	27 19 0	
" " - "	30 0 0	1845						
Holme on Spalding Moor - - - N.S.	- - -	- -	2 2 3½					
Holmfirth - - Wes. 4	- - -	- -	8 6 8½	111 7 6	- -	291 5 0	26 11 0	
Honley - - - N.S.	500 0 0	1846	2 13 6					
Horbury - - - N.S. 8	- - -	- -	12 14 1½	233 13 4	- -	545 8 4	86 2 0	
Hornsea - - - N.S. 7	200 0 0	1845	4 6 8½	98 5 0	- -	50 8 4	15 11 0	
Horseforth Town - N.S. 10	- - -	- -	2 13 4	36 0 0	- -	29 0 0	24 6 0	
Horton, Great (Richmond Terrace) - Wes. 4	394 2 6	1853	18 1 5½	48 15 0	- -	123 5 0	14 16 0	
Howden - - - Wes. 12	238 0 0	1850	8 11 8½	68 15 0	46 11 8	324 0 0	41 15 0	
Hoyland, High - N.S. 8	- - -	- -	7 7 10	121 5 0	- -	559 13 4	31 8 0	

a Scientific apparatus.

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	Amount.		Date of Payment.																		
YORKSHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Hoylandswaine - N.S. 8	135	0	0	1850	1	14	0½	78	15	0	-	-	69	0	0	33	14	0			
Hoyle-Mill, Infants N.S. 7	193	0	0	1854	2	0	0	-	-		-	-	-	-		5	0	0			
Huddersfield, Longroyd Bridge - N.S. 12	-	-	-	-	22	2	6½	225	6	8	-	-	729	1	8	73	2	0			
Huddersfield, Lower Houses - - N.S.	100	0	0	1847	2	10	8														
Huddersfield, St. Paul's N.S. 11	600	0	0	1848	18	18	4½	234	6	8	-	-	915	2	6	21	1	0			
Huddersfield (Seed Hill), St. Peter's N.S. 11	*170	0	0	1847	12	10	8½	248	14	2	-	-	1,366	11	3	23	0	0			
" " - "	204	0	0	1846																	
Huddersfield, Holy Trinity - - N.S. 11	82	10	0	1844	7	1	2½	223	8	4	-	-	1,032	3	4	38	18	0			
Huddersfield - - B.S.	*250	0	0	1839																	
Hull, Holy Trinity (Vicar Lane) - N.S. 5	-	-	-	-	21	7	4	60	0	0	-	-	239	10	0	15	0	0			
Hull, Nautical - - 5	-	-	-	-	a10	0	0	54	3	4	-	-	37	10	0						
Hull (Salthouse Lane) N.S. 5	450	0	0	1852	19	2	11½	117	9	2	-	-	883	16	3	29	10	0			
" " - "	20	0	0	1853																	
Hull, St. James' - N.S. 6	690	0	0	1845	26	5	0	86	5	0	-	-	1,272	18	4						
" " - "	218	10	0	1849																	
Hull, St. John's (late Savings Bank B.S.), N.S. 5	359	0	0	1854	20	11	5	116	13	4	134	11	8	363	13	4	21	12	0		
" " - "	170	0	0	1855																	
Hull, St. Mark's - N.S. 6	153	0	0	1840	2	19	9½	109	19	2	-	-	780	5	0	30	18	0			
" " - "	30	0	0	1843																	
Hull, St. Mary's - N.S.	*187	0	0	1838																	
Hull, St. Mary's - R.C. 3	925	4	0	1857																	
Hull, St. Stephen's (Collier Street) - N.S. 6	221	0	0	1842	35	15	2½	183	11	8	-	-	1,533	8	4	21	13	0			
" " - "	22	10	0	1848																	
" " - "	541	0	0	1856																	
Hull, Edward Street (Dock Green Head) B.S.	*305	0	0	1834																	
Hull, Savings Bank *b* B.S.	-	-	-	-	-	-	-	-	-	-	-	-	171	15	0						
Hull (Holderness Ward) - - B.S. 12	*200	0	0	1840	13	15	3½	136	5	0	-	-	923	5	0	20	15	0			
Hull, Ragged Indust. S.	1,277	0	0	1857																	
Hull (South Myton) Wes. 1	420	0	0	1851	25	0	2½	181	8	4	53	15	0	806	5	0					
Hull (Canning Street) R.C. 8	-	-	-	-	8	2	6	70	12	6	-	-	676	5	0	48	15	0			
Hull - - - P.U. 5	-	-	-	-	-	-	-	-	-	-	-	-	5	0	0						
Hunmanby - - N.S. 6	-	-	-	-	3	3	6½	37	10	0	-	-	42	1	8	20	4	0			
Hunsingore - - N.S.	-	-	-	-	2	6	2½														
Huntington - - Par. 5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	14	0			
Husthwaite - - N.S.	*40	0	0	1839																	
Hutton Cranswick N.S.	75	0	0	1845																	
" " - "	33	10	0	1850																	
Hutton, Sheriff - Wes. 5	21	10	0	1856	8	12	10½	80	0	0	-	-	218	16	8	16	2	0			
Hutton's Ambo - N.S.	20	0	0	1842																	
" " - "	95	0	0	1857																	
Hutton-in-Rudby - N.S.	*80	0	0	1836																	
Idle - - - N.S. 1	300	0	0	1847	5	11	7	-	-		-	-	222	6	8	28	5	0			
Idle - - - Wes.	-	-	-	-	6	5	0½														
Ingleton - - N.S.	159	0	0	1848	2	13	4½														
Ingrow - - - N.S. 1	200	0	0	1845	11	6	9½	55	13	4	-	-	649	0	0	98	5	0			
Keighley - - N.S. 1	*650	0	0	1835	32	9	1½	189	10	0	90	0	0	1,128	19	2	44	4	0		
Keighley - - B.S.	*81	0	0	1835																	
Keighley - - Wes. 5	-	-	-	-	-	-	-	31	0	0	-	-	179	6	8	35	19	0			
Kelbrooke - - N.S.	50	0	0	1841																	
Keyingham - - N.S. 6	*35	0	0	1835	2	1	8	-	-	-	-	-	82	18	4						
Kilburn - - N.S. 3	12	10	0	1857	-	-	-	-	-	-	-	-	-	-	-	3	8	0			
Kildwick - - N.S. 1	-	-	-	-	6	17	7½	127	10	0	20	10	0	163	0	0	54	0	0		
Kilham - - N.S. 5	150	0	0	1840	-	-	-	15	0	0											
Kilnhurst - - N.S. 3	*50	0	0	1836	2	14	3	15	2	6	-	-	2	10	0	13	6	0			
Kingcross, St. Paul's N.S. 12	396	0	0	1849	16	4	0½	311	11	8	-	-	1,037	0	0	70	4	0			
" " - "	200	0	0	1852																	
Kirkburton, Boys - N.S. 10	29	0	0	1856	-	-	-	-	-	-	-	-	348	0	0	17	8	0			
Kirkburton, Girls - N.S. 10	80	0	0	1845	9	5	8½	77	10	0	-	-	398	5	0	5	10	0			
" - - - "	7	19	6	1847																	

a Scientific apparatus.

b Now called St. John's N.S.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirkby Fleetham - N.S. 3	- - -	- -	1 15 3½	32 10 0	- -	17 10 0	8 4 0	
Kirkby Malzeard - N.S. 10	- - -	- -	1 13 4	31 5 0	- -	15 0 0	3 19 0	
Kirkby Misperton - N.S. 6	*50 0 0	1835	- -	15 0 0	- -	21 5 0		
" " "	112 0 0	1856						
Kirkby Ravensworth N.S.	40 0 0	1842						
Kirkheaton - N.S. 10	337 0 0	1846	5 14 0½	9 0 0	- -	- -	2 14 0	
" " "	35 0 0	1857						
Kirklington - - N.S. 10	- - -	- -	3 6 8	26 5 0	- -	- -	10 8 0	
Kirksmeaton - - N.S. 4	75 0 0	1852	5 17 2½	3 15 0	- -	56 5 0	9 9 0	
Kirkstall, Ch. Ch., Infants - - N.S. 9	- - -	- -	3 2 11½	111 18 4	- -	427 15 0	30 0 0	
Kirkstall, St. Stephens - - N.S. 9	400 0 0	1846	23 13 6½	306 6 8	- -	1,269 3 4	55 17 9	
Knaresborough - N.S. 3	*135 0 0	1838	3 15 0½	- -	- -	4 16 8		
Knaresborough, St. Mary's - - - R.C. 8	- - -	- -	- -	- -	- -	15 0 0		
Knottingley - - N.S.	290 0 0	1843						
" - - -	50 0 0	1845						
" - - -	15 0 0	1847						
Langtoft - - N.S.	53 0 0	1846						
Laughton-en-le-Morthen, Endowed - N.S.	60 0 0	1850	1 3 4					
Laugbaurgh, West - N.S. 4	116 7 6	1855	3 0 10	78 12 6	- -	56 5 0	39 15 0	
Leathley - - N.S. 10	- - -	- -	- -	61 10 0	- -	- -	9 15 0	
Leavening - - N.S.	- - -	- -	3 3 1½					
Leeds (Basinghall Street) - - B.S. 3	- - -	- -	2 5 9	31 13 4	- -	140 1 8	8 0 0	
Leeds (Edgar Street) B.S.	510 0 0	1845						
Leeds (DarleyStreet) Wes. 3	550 0 0	1849	19 9 2½	161 13 4	20 16 8	823 6 8	33 5 0	
	182 0 0	1850	48 1 4					
Leeds (Pottery Field) Wes.	- - -	- -	3 10 0½					
Leeds (School Street) Wes. 3	- - -	- -	6 2 6	58 10 0	- -	279 9 2		
Leeds, All Saints' (York Road) - N.S. 9	490 0 0	1848	2 9 11½	117 0 0	60 0 0	186 7 6	11 14 0	
Leeds, Ch. Ch. - N.S. 9	370 0 0	1842	9 1 7	85 13 4	- -	1,312 6 8	59 12 0	
Leeds, Holbeck, St. Matthew's - - N.S. 11	*250 0 0	1840	8 1 2½	50 0 0	- -	186 15 0		
" " - "	392 0 0	1850						
" " - "	12 6 0	1857						
Leeds, Hunslet - N.S. 10	512 0 0	1843	4 16 5	93 0 0	- -	324 9 2	17 2 0	
" " - "	130 0 0	1844						
Leeds, Little Holbeck (Marshall's Factory) - - N.S. 9	- - -	- -	36 16 11½	301 16 8	- -	1,227 2 6		
" - - "	- - -	- -	- -	*b*35 8 4				
Leeds (Little London) St. Matthew's - N.S. 10	*75 0 0	1837	12 13 10½	180 0 0	- -	484 6 8	30 0 0	
" " - "	165 0 0	1850						
Leeds, Newtown, St. Mary's - - N.S. 9	500 0 0	1847	14 18 10½	163 18 4	- -	972 1 8	20 13 0	
" " - "	50 0 0	1848						
" " - "	11 6 8	1850						
Leeds, St. Andrew's N.S. 9	15 0 0	1847	7 4 6½	389 6 8	- -	1,112 5 0	39 11 0	
" " - "	502 0 0	1847						
Leeds, St. George's N.S. 9	350 0 0	1841	33 14 5	311 10 0	63 6 8	1,470 16 8	90 10 0	
" " - "	- - -	- -	- -	- -	- -	*c*3 0 0		
Leeds, St. James' - N.S. 10	500 0 0	1845	12 9 10½	199 2 6	- -	639 17 6	40 8 0	
Leeds, St. Luke's - N.S.	50 0 0	1842						
Leeds, St. Mary's, Quarry Hill - N.S. 9	*120 0 0	1840	17 1 6½	74 11 8	- -	879 16 8	17 9 0	
" " - "	160 0 0	1849						
" " - "	53 0 0	1857						
Leeds, St. Mary's, (Carver Street) Infants - - N.S.	101 0 0	1847						
Leeds, St. Patricks - R.C. 7	- - -	- -	10 1 6½	- -	- -	428 16 8	12 10 0	
Leeds, St. Paul's, - N.S. 9	398 5 9	1851	11 16 8½	148 15 0	- -	361 16 8	34 7 0	
Leeds, St. Peter's - N.S. 10	- - -	- -	6 15 9½	129 15 0	- -	944 11 8	18 14 0	

a Scientific apparatus. *b* Retiring pension. *c* Drawing gratuity.

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		Amount.	Date of Payment.						
YORKSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Leeds, St. Philip's	N.S. 11	257 0 0	1840	22 15 10½	162 13 4	60 0 0	750 6 8	18 10 0	
" " "	"	256 0 0	1849						
" " "	"	261 6 8	1853						
Leeds, St. Saviour's	N.S. 11	*408 0 0	1840	6 14 10	178 0 0	- -	180 10 0	35 16 0	
Leeds, St. Thomas'	N.S. 10	- -	-	- -	7 10 0	- -	- -	9 12 0	
Leeming	N.S.	81 0 0	1847						
Lees	Wes. 5	480 0 0	1856	3 8 2½	5 0 0	- -	43 0 0	43 13 0	
Lidgett Green	N.S.	*101 0 0	1838						
Lidgett Green	B.S. 2	*100 0 0	1839	1 19 10	- -	- -	2 8 4	14 2 0	
"	"	12 16 7½	1848						
Lindley	N.S.	22 0 0	1864						
Lingards	N.S. 11	- -	-	2 16 8	- -	- -	15 0 0	26 9 0	7 10 0
Linthwaite	N.S.	- -	-	1 0 0½					
Liversedge, High Town	N.S. 2	42 0 0	1855	1 12 7	- -	- -	- -	4 12 0	
Lockington	N.S.	54 0 0	1845	1 18 4½					
"	"	27 0 0	1848						
Lockwood	N.S. 11	*69 0 0	1839	9 1 6½	139 1 8	- -	1,125 0 10	50 0 0	
"	"	650 0 0	1854						
Lofthouse	N.S.	200 0 0	1845	2 10 0					
Lofthouse	Wes.	- -	-	1 6 8½					
Londesborough Ch. of E.	6	- -	-	- -	19 10 0	- -	- -	1 19 0	
Longwood, Infants	N.S.	150 0 0	1849						
Lothersdale	N.S.	40 0 0	1842	1 0 0½					
Lound, or Loundside	N.S. 8	276 0 0	1846	3 17 0	- -	- -	223 15 0	42 17 0	
"	"	5 0 0	1847						
Luddenden	N.S. 10	- -	-	2 11 9½	11 5 0	- -	- -	18 0 0	
Maltby, Infants	N.S. 4	29 0 0	1842	- -	- -	- -	- -	6 13 0	
Malton, Boys	B.S.	- -	-	3 6 8					
Malton, New	B.S. 6	*150 0 0	1841	- -	- -	- -	54 3 4	9 0 0	
Malton, Old	N.S. 5	- -	-	3 11 0	110 0 0	- -	189 17 6	29 16 0	
Manningham, St. Paul's	N.S. 1	300 0 0	1844	11 8 1½	39 17 6	- -	451 18 4	17 11 0	
Manston Colliery Ch. of E.	10	- -	-	- -	29 12 6	- -	- -	10 16 0	
Marsden	N.S. 11	805 0 0	1857	12 5 0	52 10 0	- -	591 0 0	47 18 0	
Marsk	N.S. 3	- -	-	3 0 6½	27 10 0	- -	178 10 0		
Masham (Charity)	N.S. 10	31 4 4	1857	3 19 11½	86 5 0	- -	180 0 0	12 16 0	
Meanwood	N.S. 9	- -	-	3 5 1	154 9 2	10 8 4	273 6 8	13 12 0	
Meanwood	Wes.	- -	-	4 0 0					
Melbecks	N.S. 3	216 0 0	1846	3 6 8½	12 10 0	- -	2 10 0	6 10 10	
"	"	125 0 0	1857						
Meisonby	Wes. 7	- -	-	- -	18 0 0	- -	- -	14 3 0	
Meltham	N.S. 12	*52 0 0	1836	3 8 10	188 6 8	110 16 8	- -	44 3 0	
"	"	110 0 0	1147						
Meltham Mills	N.S. 12	315 0 0	1844	5 10 10½	96 13 4	56 17 6	667 4 2	72 10 0	
Methley, Boys	N.S. 4	- -	-	1 8 8½	64 10 0	- -	38 6 8	10 4 0	
Methley, Girls	N.S. 4	152 0 0	1849	1 8 8½	- -	- -	- -	11 10 0	
Mexborough	N.S.	25 0 0	1842						
Middlesborough-on-Tees	B.S. 5	*150 0 0	1837	13 0 0	60 0 0	90 0 0	435 6 8		
"	"	42 13 4	1855						
"	"	50 0 0	1856						
"	"	406 0 0	1856						
Middlesborough-on-Tees, Infants	B.S. 5	- -	-	- -	16 13 4	- -	24 13 4		
Millbridge	N.S. 2	270 0 0	1854	6 16 7½	55 0 0	33 2 6	48 10 0	34 7 0	
Milnsbridge	N.S. 12	*100 0 0	1838	- -	72 0 0	- -	198 10 0	25 4 0	
"	"	692 0 0	1856						
Mirfield	Par.	- -	-	- -	20 0 0				
Mirfield	Wes. 4	- -	-	3 6 8	17 10 0	- -	- -	8 10 0	
Monkton, Bishop's	N.S.	72 0 0	1841						
Morley (Town End)	N.S.	*75 0 0	1837						
Morley	Wes. 9	- -	-	6 11 4	65 0 0	- -	251 0 0	28 17 0	
Morton, East	N.S.	115 0 0	1845						
Mount Pellon	N.S.	- -	-	9 3 4½					
Muston	Ch. of E. 5	199 0 0	1855	- -	- -	- -	- -	7 13 0	
Nafferton	N.S. 6	122 0 0	1846	1 9 0	- -	- -	70 14 7		
"	"	7 17 9	1847						
"	"	40 0 0	1853						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures: Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Nafferton - - Wes. 7	214 0 0	1849	6 8 10½	22 10 0	- -	208 0 0	24 3 0	
" - - "	18 11 6	1856						
Neepsend - - N.S.	745 4 0	1857	8 4 8					
Neswick, Girls - N.S. 6	- -	-	0 12 2	81 0 0	- -	60 16 8	5 15 0	
Newby Hall (in Skelton) - Ch. of E. 10	- -	-	- -	11 5 0	- -	- -	7 11 6	
New Mills - - N.S.	*95 0 0	1838	1 4 7					
" " - - "	50 0 0	1845						
" " - - "	3 0 0	1848						
Newport - Ch. of E. 5	- -	-	- -	5 0 0	- -	5 0 0		
Newsome - - N.S. 11	*68 0 0	1841	3 4 1½	- -	- -	- -	32 11 0	
Newton-in-Bowland N.S.	60 0 0	1842	0 18 9½					
Newton-on-Ouse - N.S. 6	- -	-	3 4 9½	- -	- -	27 1 8	45 6 0	
Normanby - - N.S.	80 0 0	1843						
Numburnholme - N.S.	86 0 0	1857						
Oakworth - - N.S. 2	200 0 0	1845	8 6 4½	159 12 6	- -	385 6 8	80 13 0	
Oakworth, Sykes' Head Wes. 6	128 0 0	1855	7 18 7½	73 10 0	- -	503 7 6	79 19 0	
" - - "	- -	-	a6 13 4					
Osmotherley " - N.S.	140 0 0	1857	2 6 8½					
Ossett, South - - N.S. 7	613 0 0	1857	6 13 4					
Otley - - - N.S. 10	300 0 0	1847	3 4 5	23 15 0	- -	149 15 0	21 17 0	
Oulton, St. John's - N.S. 9	- -	-	2 18 4½	94 0 0	- -	253 10 0	20 5 0	
Oughtibridge - - N.S. 9	38 10 0	1852	2 1 2½	25 0 0	- -	- -	14 2 0	
" - - "	150 0 0	1854						
Overton - - B.S.	70 0 0	1842	1 13 4					
Owlerton - - N.S. 10	70 0 0	1852	- -	24 6 8	- -	49 15 0	16 1 0	
" - - "	18 16 8	1857						
Owram, North - B.S.	200 0 0	1841						
Owram, South - N.S.	*125 0 0	1839						
Owthorne - - N.S. 5	84 0 0	1848	- -	5 0 0	- -	5 0 0	4 7 0	
Oxenhope - - N.S. 1	208 0 0	1847	0 15 6½	- -	- -	22 10 0	29 2 0	
Pickering, Girls - N.S. 7	- -	-	- -	5 0 0				
Pickering - - Wes. 5	560 0 0	1857	4 3 4	8 6 8	- -	14 13 4	6 15 4	
Pitsmoor - - N.S. 8	*140 0 0	1837	18 3 11½	106 5 0	- -	1,194 10 0	58 10 0	
" - - "	257 0 0	1857						
Pocklington - - N.S. 6	631 0 0	1855	5 16 11½	57 10 0	- -	114 16 8	21 5 0	
Pocklington - - Wes. 4	171 2 6	1853	4 0 0½	50 7 6	- -	171 10 0	42 18 0	
Pollington - - N.S. 5	- -	-	2 3 0½	66 5 10	- -	37 10 0	12 8 0	
Pontefract - - N.S. 8	44 2 0	1857	- -	52 10 0	- -	485 8 4	3 10 0	
Pontefract - - Wes. 4	*250 0 0	1838	16 5 4½	97 10 0	- -	169 15 0	24 13 0	
" - - "	- -	-	a10 16 8					
Pontefract, All Saints' N.S. 7	117 0 0	1849	3 0 4½	12 0 0	- -	14 10 0		
Pontefract, St. Joseph's R.C. 9	- -	-	3 3 4½	- -	- -	29 0 0	14 6 0	
Pontefract, The Grange, St. Mary's R.C. 7	- -	-	0 16 8½	75 0 0				
Poppleton, Nether N.S.	60 0 0	1852	1 14 7½					
Pudsey, Far Town - N.S. 10	200 0 0	1845	4 2 9½	43 17 6	22 10 0	284 15 0	64 12 0	
Pudsey, Low Town N.S. 10	260 0 0	1843	5 1 4	32 10 0	- -	284 10 0	15 12 0	
Rastrick - - B.S.	*150 0 0	1837						
Rathmell - - N.S. 3	- -	-	1 2 2	- -	- -	- -	8 7 0	
Rawcliffe - - Wes. 12	- -	-	2 0 0	- -	- -	31 5 0		
Rawmarsh, Infants N.S.	54 0 0	1842						
Rawmarsh, Endowed Free Grammar School -	- -	-	2 3 3½	16 10 0	- -	250 10 0	15 7 0	
Redcar - - - N.S. 7	- -	-	1 10 0½	- -	- -	- -	4 18 0	
Redcar - - - B.S. 6	- -	-	- -	24 5 0	- -	6 5 0	12 11 0	
Redhill - - - Wes. 12	- -	-	19 12 2½	153 1 8	- -	1,024 15 0	23 4 0	
Richmond - - N.S. 3	*50 0 0	1837	2 5 10	141 10 10	- -	299 9 2	8 8 0	
" - - " "	140 0 0	1852						
" - - "	129 15 0	1857						
Richmond - - Wes. 5	- -	-	4 9 4½	71 10 0	- -	76 6 8	6 9 0	
Richmond, Corporation School - - - - 3	- -	-	2 19 2½	87 0 0	- -	193 6 8	12 6 0	
" - - "	- -	-	a9 18 4					
Rillington " - N.S. 6	87 0 0	1847	- -	- -	- -	6 9 2		
Ripon, Cathedral, Boys N.S. 9	238 7 6	1852	7 19 7½	138 9 2	- -	389 5 10	31 0 0	
" " - "	- -	-	a18 0 0					

a Scientific apparatus.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.	£ s. d.
Ripon, Girls - - N.S. 9	- - -	-	- - -	54 16 8	13 6 8	153 0 0	17 9 0	
Ripon, Holy Trinity N.S. 9	*147 0 0	1837	11 15 2½	63 6 8	- -	389 2 6	27 5 0	
" " - "	50 0 0	1854						
" " - "	47 0 0	1856						
Ripon - - - Wes. 5	- - -	-	3 15 0½	30 0 0	- -	178 10 0	7 10 0	
Ripponden - - N.S. 12	176 0 0	1844	4 15 5	47 11 8	- -	213 8 4	33 1 0	
" - - "	30 0 0	1856						
Rise " - - - N.S. 6	- - -	-	0 3 4½	14 3 4			7 2 0	
Robert Town - - N.S. 10	280 0 0	1850	- -	11 5 0	- -	- - -	11 19 0	
Roecliffe - - N.S. 6	- - -	-	4 10 5½	159 10 0	- -	106 13 4	56 1 0	
Roos - - - N.S. 6	- - -	-	- - -	254 18 4	- -	243 5 0	42 15 0	
Rotherham - - N.S. 8	330 0 0	1848	8 7 9½	180 6 8	30 0 0	387 1 8		
" - - "	18 15 0	1856						
Rotherham, Park Gate N.S. 8	- - -	-	3 5 0½	12 17 6	- -	229 8 4	14 13 0	
Rotherham and Masbro' B.S. 2	*349 0 0	1834	11 14 1½	47 0 0	- -	86 11 8	12 18 0	
Roystone - - N.S. 7	150 0 0	1845	3 11 3½	86 5 0	- -	39 11 8	9 5 0	
Rylstone District - N.S.	75 0 0	1852						
Salterhebble, All Saints' - - N.S. 11	444 0 0	1855	4 16 8½	34 0 0	- -	29 0 0	23 10 0	
Salterforth - - N.S.	54 0 0	1844						
Scammonden - - N.S.	50 0 0	1846						
Scampston - - N.S. 5	- - -	-	- - -	109 10 0	- -	116 9 2		
Scarborough - - N.S. 6	*85 0 0	1838	1 10 7½	34 11 8	- -	44 11 8	5 17 0	
Scarborough - - Wes. 6	753 0 0	1856	7 0 0	11 5 0	- -	12 1 8	13 3 3	
Scholes - - - N.S.	105 0 0	1847	1 4 7½					
Scissett, or High Hoyland - - N.S. 8	83 0 0	1841	8 4 6¾	30 5 0	- -	225 10 0	49 10 0	
Sculcoates - - N.S.	250 0 0	1852	1 15 8½					
Sculcoates, Ch. Ch. N.S. 5	474 0 0	1849	40 11 5½	189 5 0	- -	1,281 16 8		
Sculcoates, St. Paul's N.S.	*100 0 0	1834	2 1 5½					
" " - "	10 0 0	1845						
Seacroft - - - N.S. 9	30 0 0	1856	6 5 2	55 0 0	- -	84 7 6	34 18 0	
Sedbergh - - - N.S. 4	115 0 0	1841	- -	9 6 8				
" - - "	15 0 0	1857						
Sedbergh - - B.S. 5	125 0 0	1843	7 1 7½	10 0 0	- -	222 5 0	56 4 0	
" - - "	62 10 0	1855						
" - - "	73 0 0	1855						
Selby - - - Wes. 6	- - -	-	14 15 2½	23 7 6	- -	605 4 2	13 12 0	
Selby, Grey Coat - - 4	- - -	-	- - -	31 13 4				
Sessay Village School -	- - -	-	1 13 4½					
Settle - - - N.S. 2	- - -	-	6 19 10	45 0 0	- -	267 9 2	32 1 0	
Settle, Infants - N.S. 2	- - -	-	- - -	- - -	- -	- - -	8 1 0	
Settrington - - N.S. 6	- - -	-	1 16 10½	54 7 6	- -	40 5 10	29 6 0	
Shadwell - - N.S.	56 0 0	1847	1 6 7					
Sharow - - - N.S. 10	212 0 0	1857	2 1 4½	11 5 0	- -	-	9 4 0	
Sheffield - - - B.S.	*250 0 0	1837						
Sheffield, Central (Carver Street) - N.S. 8	- - -	-	31 17 8	138 19 2	- -	1,655 15 0	73 4 0	
Sheffield, Ebenezer Wes. 11	- - -	-	4 3 4½	20 16 8	- -	- - -	2 10 3	
Sheffield, Parish Ch. N.S. 8	- - -	-	- - -	26 0 0	- -	173 8 4	3 10 0	
Sheffield, St. George's N.S. 8	1,393 0 0	1846	13 19 5½	167 0 0	14 11 8	2,451 1 8	42 0 0	
Sheffield, St. Marie's (Surrey Street) - R.C. 7	*350 0 0	1835	20 15 1	148 0 0	- -	561 15 0	70 17 0	
Sheffield, St. Mary's N.S. 8	338 10 0	1842	35 15 11½	182 13 4	135 16 8	1,657 0 10	45 0 0	
" " - "	40 0 0	1845						
" " - "	100 0 0	1850						
" " - "	16 14 8	1855						
" " - "	44 2 6	1857						
Sheffield, St. Paul's N.S. 8	230 0 0	1844	8 6 3½	109 11 8	- -	543 6 8	22 18 0	
Sheffield, St. Peter's N.S.	600 0 0	1855	10 8 4½					
Sheffield, St. Philip's N.S. 8	185 0 0	1845	- -	*a*13 6 8	- -	346 10 0		
Sheffield Park, St. John's N.S. 8	322 0 0	1848	16 9 8½	5 16 8	- -	669 12 6		
Sheffield Park - - Wes. 12	538 0 0	1847	11 7 2½	282 18 4	- -	1,106 16 8	14 0 0	
Sheffield, St. Vincent of Paul - - - R.C. 8	534 15 0	1853	17 17 10	71 14 2	30 0 0	437 6 8	85 13 0	

a Retiring pension.

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Shelf - - - B.S.	*80 0 0	1836						
Shepley - - - B.S.	*60 0 0	1839						
Shepley, St. Paul's N.S. 3	76 10 0	1854	1 12 3					
Shipley, St. Paul's - N.S.	- - -	- - -	3 4 0½					
Sherburn - - N.S.	- - -	- - -	- - -	15 0 0				
Shipton, Endowed N.S. 4	- - -	- - -	1 10 0¼	30 0 0	- - -	39 15 0	29 12 0	
Sigglesthorne - - N.S. 8	- - -	- - -	1 9 8	110 8 4	- - -	- - -	2 4 0	
Silkstone - Ch. of E. 8	- - -	- - -	- - -	- - -	- - -	132 10 0	30 5 0	
Silkstone, Girls and Infants - - N.S. 8	237 0 0	1851	1 0 0¼	83 16 8	- - -	174 15 0	37 10 0	
Silsden - - - N.S. 2	*50 0 0	1836	3 10 7½	44 7 6	- - -	15 8 4	18 0 0	
Silsden - - - Wes. 4	58 0 0	1855	11 6 9½	33 15 0	- - -	89 5 0	53 4 0	
Skelton - - N.S.	- - -	- - -	2 1 8					
Skipsea - - - Wes.	- - -	- - -	1 2 9					
Skipsea - - - N.S.	75 0 0	1846	1 13 2½					
Skipton - - - N.S. 1	- - -	- - -	4 10 8	95 0 0	- - -	146 0 0	22 1 0	
Skipton, Ch. Ch. - N.S. 1	75 0 0	1845	- - -	- - -	- - -	- - -	8 4 0	
Skipton - - - B.S. 5	415 0 0	1857	14 7 9½	117 10 0	25 0 0	603 10 0	107 3 0	
Skipton - - - Wes. 6	- - -	- - -	6 13 4½	21 5 0	- - -	300 3 4	64 19 0	
Skipton, St. Stephen's R.C. 7	- - -	- - -	1 13 4½	- - -	- - -	- - -	9 9 0	
Slaithwaite Lower, N.S. 11	154 0 0	1841	13 3 3½	- - -	- - -	825 17 6	75 6 0	50 7 1
" " - "	2 0 0	1850						
" " - "	7 0 0	1851						
" " - "	120 0 0	1857						
Slaithwaite, Upper N.S. 11	190 0 0	1846	4 1 1½	45 0 0	- - -	75 0 0	- - -	11 16 0
" " - "	7 0 0	1849						
" " - "	3 12 0	1850						
Slaithwaite, Old (Free) "	132 0 0	1846						
Sledmere - - N.S. 6	- - -	- - -	- - -	84 5 0				
Sleights - - - N.S.	*55 0 0	1833	1 11 6					
" - - - "	37 0 0	1849						
Snainton - - N.S. 3	- - -	- - -	- - -	- - -	- - -	- - -	1 15 0	
Snaith - - - Wes. 12	334 0 0	1849	8 6 4½	58 0 0	- - -	239 10 0	15 0 0	
Sowerby - - - N.S. 11	- - -	- - -	3 10 11½	76 5 0	- - -	- - -	31 1 0	
Sowerby Bridge - N.S. 12	*245 0 0	1838	2 13 8½	13 15 0	- - -	61 3 4	30 0 0	
Sowerby Bridge - Wes. 9	- - -	- - -	3 14 4½	143 10 0	- - -	591 14 2	74 19 0	
Sowerby, Chapelry District - - - NS.	- - -	- - -	4 6 3					
Sowerby, St. George's N.S. 12	260 0 0	1845	6 13 4½	83 15 0	- - -	451 3 0	76 2 0	
Sowerby, St. Mary's N.S. 11	- - -	- - -	6 10 9½	- - -	- - -	- - -	46 11 0	
Spofforth - - N.S. 4	174 15 0	1851	1 17 4½	- - -	- - -	70 0 0		
Stainborough, Hood Green - - - N.S.	- - -	- - -	- - -	33 0 0				
Staithes - - - N.S. 5	100 0 0	1851	- - -	26 10 0				
Stanbury-in-Haworth N.S. 2	87 0 0	1848	- - -	- - -	- - -	- - -	3 11 0	
Stanley, St. Peter's N.S. 8	177 0 0	1848	6 4 3½	99 10 0	- - -	354 0 10	41 12 0	
" - "	80 0 0	1856						
Stanningley, St. Thomas' - - N.S.	250 0 0	1846	2 0 0					
" - "	16 0 0	1848						
Stannington - - N.S. 10	52 10 0	1842	0 19 11½	- - -	- - -	32 10 0		
Staveley - - - N.S. 9	70 10 0	1851	1 0 5	84 5 0	- - -	85 8 4	31 0 0	
Stillington - - Wes. 5	- - -	- - -	1 13 4	45 0 0	- - -	37 10 0	11 14 0	
Sutton - - - B.S. 12	- - -	- - -	3 15 3½	30 5 0	- - -	- - -	19 17 0	
Sutton-in-Derwent N.S.	40 0 0	1844	0 13 2½					
Sutton-in-Kildwick N.S. 2	- - -	- - -	- - -	12 10 0	- - -	2 8 4	21 19 0	
Swinefleet - - N.S.	90 0 0	1849						
Swinefleet - - Wes. 12	- - -	- - -	4 3 7½	- - -	- - -	95 10 0		
Swinton - - - N.S. 4	36 0 0	1843	5 8 6½	26 15 0	17 10 0	18 15 0	19 7 0	2 2 8
" - - - "	418 16 8	1854						
" - - - "	11 14 0	1857						
Tanfield, West - N.S. 10	- - -	- - -	2 1 8	135 0 0	- - -	107 10 0	29 6 0	
" - - "	- - -	- - -	a10 0 0					
Tankersley - - N.S. 7	- - -	- - -	4 3 4½	37 10 0	- - -	92 10 0	26 8 0	
Temple Newsam - N.S.	35 0 0	1851	8 5 10½					

a Scientific apparatus.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Thirsk - - - B.S. 3	125 0 0	1840	12 17 0½	166 13 4	- -	563 6 8	96 10 0	
" - - - "	50 0 0	1847						
" - - - "	80 0 0	1854						
Thornaby - - N.S. 3	300 0 0	1847	5 17 4	- -	- -	2 10 0		
Thorganby with Cottingwith - Ch. of E. 5	- -	-	- -	25 0 0	- -	20 0 0		
Thorner - - - N.S. 10	- -	-	1 13 4½	19 5 0	- -	- -	8 14 2	
Thornes - - - N.S. 8	- -	-	2 7 0½	160 3 4	- -	129 16 8	20 2 0	
Thornton - - - N.S. 12	20 0 0	1844	- -	- -	- -	10 0 0		
" - - - "	15 0 0	1848						
Thorpe Hesley - N.S.	147 0 0	1840	1 10 0½					
Thorpe Hesley - Wes.	- -	-	1 16 9					
Thorpe Salvin - N.S.	- -	-	1 6 7½					
Thurgoland - - N.S. 7	160 0 0	1851	5 7 0½	7 10 0	- -	170 11 8		
Thurstonland, Endowed Par. 11	20 0 0	1843	7 4 8½	136 13 4	- -	350 12 6	33 9 0	
" " - "	52 8 0	1845	- -	a118 6 8				
" " - "	36 0 0	1855						
Tickton - - - N.S. 6	64 0 0	1848	1 13 4	18 15 0	- -	18 15 0	9 1 0	
Timble, Great - B.S.	*22 0 0	1836						
Topcliffe - - - N.S. 10	- -	-	1 13 5½	19 10 0	- -	- -	4 15 0	
Townley - - R.C.	- -	-	2 12 6½					
Tunstall - Ch. of E. 3	- -	-	- -	- -	- -	- -	12 4 0	
Ulleskelfe - Ch. of E. 3	- -	-	- -	17 10 0	- -	- -	8 2 0	
Wadsley - - - N.S. 8	*152 0 0	1839	12 14 10½	191 0 0	- -	624 13 4	32 4 0	
" - - - "	100 0 0	1855						
" - - - "	20 0 0	1856						
Wadworth - - N.S. 3	72 10 0	1842	3 13 6	122 10 0	- -	- -	18 10 0	
" - - - "	11 3 4	1856						
Wakefield - - Wes. 5	500 0 0	1857	4 0 10	20 0 0	- -	5 0 0		
Wakefield, All Saints' Boys - - - N.S. 8	9 14 8	1849	6 3 8½	53 15 0	- -	121 10 0	21 12 0	
Wakefield, All Saints', Girls - - - " 8	- -	-	3 0 3½	58 11 8	- -	200 0 0	8 10 9	
Wakefield, Holy Trinity N.S. 8	225 0 0	1847	13 5 4	271 3 4	- -	582 10 10	37 10 0	
Wakefield, Lancasterian School - - - - 3	75 0 0	1856	2 13 4½	10 0 0				
Wakefield, St. Mary's N.S. 7	375 0 0	1857						
Wakefield, St. Andrew's N.S. 8	320 0 0	1846	5 15 0	25 16 8	- -	201 10 10		
" " - "	18 6 4	1846						
" " - "	95 0 0	1849						
Wakefield, West-Riding Reformatory - - 2	- -	-	0 16 8	- -	- -	- -	- -	10 12 6R
Walton - - - N.S. 5	- -	-	4 12 6½	121 5 0	- -	154 16 8	16 7 0	
Wansford, Great - N.S. 6	- -	-	1 14 2½	81 5 0	- -	- -	3 6 0	
Warmfield - - B.S.	*50 0 0	1837						
Warmsworth - N.S. 8	- -	-	1 12 11½	33 15 0	- -	- -	5 6 0	
Wath-upon-Dearne N.S.	- -	-	1 18 0					
Weaverthorpe - N.S. 7	- -	-	- -	35 15 0				
Weighton, Market N.S. 6	140 0 0	1843	4 9 2½	97 10 0	- -	433 18 4	48 11 0	
" " - "	- -	-	b10 0 0	- -	- -	c1 0 0		
Welburn " - N.S. 5	- -	-	3 10 0½	72 17 6	- -	55 16 8	12 18 0	
Welham Bridge Ch. of E.	- -	-	2 0 4½					
Welton - - - N.S. 6	- -	-	3 8 4½	140 12 6	- -	156 5 0	33 18 0	
Wentworth - - N.S. 8	- -	-	3 2 6½	127 16 8	- -	575 6 8	3 5 0	
Westgate Common N.S. 8	123 15 0	1852	3 19 6½	47 10 0	- -	90 0 0	21 6 0	
" " - "	35 0 0	1853						
Weston - - - N.S. 8	- -	-	2 1 3½	34 3 4	- -	538 17 6		
Wetherby - - N.S.	- -	-	1 14 0					
Wetherby - - Wes. 6	- -	-	5 7 6½	67 10 0	- -	247 15 0	39 18 0	
Wetwang (Lady Sykes') 6	- -	-	- -	28 6 8				
Whiston - - N.S. 8	*75 0 0	1839	2 3 9½	55 0 0	- -	98 15 0	8 19 0	
Whitby - - N.S. 6	200 0 0	1845	11 1 5	61 5 0	- -	673 2 6	15 5 0	
" - - - "	90 0 0	1856						
Whitby - - - B.S. 5	97 12 6	1857	4 0 7½	66 0 0	- -	594 16 8	15 0 0	
Whitby - - - Wes. 5	- -	-	20 17 8½	77 16 8	- -	165 6 8		
Whixley - Ch. of E. 4	- -	-	- -	- -	- -	36 0 0		
Whorlton - - Par.	347 0 0	1857	1 13 4					

a Retiring pension. *b* Scientific apparatus. *c* Drawing gratuity.

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wicker, Holy Trinity N.S. 8	628 3 4	1854	14 12 4½	111 13 4	- -	456 18 4	35 13 0	
" " "	304 0 0	1857						
Wickersley " - N.S. 7	360 0 0	1857	1 -	13 10 0	- -	- - -	4 0 0	
Wigginton - - N.S.	*40 0 0	1836						
Wighill - - N.S. 4	- - -	- -	- -	22 10 0	- -	18 15 0	13 10 0	
Wilsden, Infants - N.S. 2	*60 0 0	1838	1 9 5	30 5 0	25 0 0	- -	31 12 0	
Wilsden - - Wes. 5	- - -	- -	5 0 0	5 0 0	- -	14 0 0	21 5 0	
Windhill - - Wes. 3	646 0 0	1857	5 1 8					
Withernwick - N.S.	55 0 0	1847						
Wombwell - - N.S. 6	134 0 0	1847	3 3 4	26 10 0	- -	- -	22 13 0	
" - - "	13 14 0	1855						
Womersley - - N.S.	209 0 0	1857						
Woodhouse, Ch.Ch. N.S. 11	*150 0 0	1836	13 0 6¾	191 11 8	- -	585 6 8	28 19 0	
Woodhouse, (Feather Hill), St. Mark's - N.S. 9	200 0 0	1846	12 12 10¾	42 10 0	- -	905 11 8	48 10 0	
" " "	25 4 0	1857						
Woodmansey and Thearne - - N.S. 6	276 15 0	1856	2 0 0	13 15 0	- -	13 15 0	3 7 10	
Woodside (Leeds) N.S. 10	220 0 0	1850	4 16 8¼	38 15 0	- -	93 5 0	68 19 0	
Worrall - - N.S. 8	101 0 0	1848	2 5 10	- -	- -	75 0 0		
Worsborough, Grammar School - - -	- -	- -	2 8 8¾					
Worsborough Dale N.S.	169 0 0	1848	6 11 2					
Wortley (near Leeds) N.S. 10	*55 0 0	1836	- -	- -	- -	57 6 8		
Wortley, New (near Leeds) - - N.S. 10	500 0 0	1849	2 12 6	67 15 0	- -	168 15 0	23 17 0	
" - - "	12 12 0	1856						
Wortley (near Sheffield) - - - N.S. 7	- -	- -	4 7 8	86 5 0	- -	334 0 0	21 1 0	
Wortley, (New Zion) B.S. 2	*400 0 0	1837	17 13 5½	22 18 4	- -	268 18 4		
Wragby - - N.S. 6	- - -	- -	- -	73 15 0				
Wrenthorpe - - N.S.	100 0 0	1845						
Wyke - - - N.S. 2	- - -	- -	4 4 7	28 12 6	- -	272 1 8	37 2 0	
Wykeham - - N.S. 6	- - -	- -	1 3 4	78 0 0	- -	38 15 0		
Yapham - - N.S.	- - -	- -	1 6 8					
Yeadon - - N.S. 9	272 0 0	1849	5 2 6¼	23 15 0	- -	158 11 8	14 15 0	
Yeadon, Upper - N.S. 9	- - -	- -	- -	13 6 8	- -	29 3 4	10 1 0	
Yedingham - - N.S.	*12 0 0	1836						
York, Aldwark - N.S. 6	- - -	- -	15 8 8¼	75 15 0	49 11 8	434 13 4	10 13 0	
York, Bishopgate - N.S. 6	11 6 8	1855	6 9 2¼	79 15 0	- -	342 0 0	12 18 0	
York, Manor House N.S. 5	23 6 8	1855	20 11 2	164 13 4	87 10 0	810 8 4	12 0 0	
" " - "	18 13 4	1855						
York, Micklegate, District - - N.S. 6	176 10 0	1853	6 15 6¾	47 0 0	- -	249 11 8		
York, Micklegate, Trinity - - N.S. 6	*125 0 0	1836	5 0 11½	117 18 4	- -	484 2 6	15 0 0	
York, St. Cuthbert's N.S. 6	- - -	- -	6 9 11½	103 15 0	44 11 8	524 5 0	21 5 0	
York, The Groves Ch. of E. 5	- - -	- -	3 0 0	10 16 8	- -	52 10 0	5 9 0	
York, Walmgate - N.S. 6	- - -	- -	5 0 0	264 15 0	50 16 8	720 5 0	12 18 0	
York, Walmgate, St. Margaret's - N.S.	200 0 0	1842	21 0 1¼					
" - "	75 0 0	1847						
York and Ripon, Male Practising School 3	*100 0 0	1851	- -	41 13 4	- -	176 0 0	15 0 0	
York and Ripon, Female Practising S. 3	- -	- -	- -	80 3 4				
York, Bishophill - B.S. 5	- - -	- -	5 0 0½	22 16 8	- -	82 1 8	5 15 0	
York (Hope Street) B.S. 5	- - -	- -	15 9 10½	83 6 8	- -	618 6 8	19 0 0	
York (Priory Place) Wes. 5	- - -	- -	13 5 4½	115 0 0	- -	437 1 8	11 14 0	
York, St. George's Wes. 5	- - -	- -	14 17 2½	194 15 0	- -	542 15 0	6 0 0	
" " - "	- -	- -	- -	*a*11 13 4				
York, St. Mary's, Boys R.C. 8	- - -	- -	1 14 11	44 15 0	- -	264 14 2	27 4 0	
York, St. Mary's, Girls R.C. 8	- - -	- -	13 3 2¾	56 16 8	- -	516 13 4	25 18 0	
Yorkshire Reformatory - - R.C.	- -	- -	- - -	- -	- -	- -	- -	68 14 11R

a Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
ISLANDS.								
CHANNEL ISLANDS.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alderney - - Wes. 10	150 0 0	1855	1 18 8½	38 15 0	- - -	21 13 4		
Guernsey, St. John's N.S. 10	*40 0 0	1842	10 18 2½	196 5 0	- - -	649 6 8	36 1 6	
" " "	56 10 0	1842						
Guernsey, St. Peter's Port N.S. 10	- - -		11 15 8	7 10 0	- - -	- - -	18 4 0	
Guernsey " " B.S. 10	*46 0 0	1839	8 11 2½	41 5 0	- - -	204 3 4	16 16 0	
" " " "	266 0 0	1843						
" " " "	9 18 9	1846						
" " " "	14 10 0	1856						
Jersey - - - N.S. 10	*125 0 0	1840	8 19 5½	27 10 0	- - -	539 6 8		
" " "	51 0 0	1857						
Jersey, Gorey - N.S.	*100 0 0	1836						
Jersey, Grouville, Central - - N.S. 10	381 0 0	1857	3 6 8½	13 15 0	- - -	50 8 4	31 1 10	
Jersey, St. James' N.S. 10	- - -		11 4 0½	79 11 8	- - -	570 0 0		
Jersey, St. Mark's N.S. 10	200 0 0	1846	a8 13 4	104 11 8	- - -	548 6 8	37 10 2	
" " - "	16 5 0	1853	8 5 6½					
" " - "	27 17 6	1854						
" " - "	77 0 0	1857						
" Evening Sch. "	- - -		- - -	- - -	- - -	6 0 0		
Jersey, St. Paul's - N.S. 8	- - -		5 0 0½	- - -	- - -	183 0 0	7 14 0	
Jersey, Trinity - N.S. 10	- - -		- - -	- - -	- - -	20 16 8	10 11 0	
ISLE OF MAN.								
Arbory - - - N.S. 8	*50 0 0	1835	1 17 3½	- - -	- - -	88 0 0		
Ballasalla - - N.S. 9	88 0 0	1843	6 12 7½	48 0 0	- - -	338 0 0	39 12 0	
" " - "	100 0 0	1855						
Bishopscourt, Model N.S.	- - -		5 18 5½					
Castletown - - N.S. 8	*90 0 0	1839	10 5 6	32 1 8	- - -	665 1 8	17 17 0	
" - - "	82 6 0	1850						
Cronk-ne-Voddy, St. John's - - N.S.	48 10 0	1842	2 0 0					
Cronkbourne - N.S. 8	- - -		2 1 8	27 6 8	- - -	32 10 0	20 9 0	
Dhoon Bridge - N.S.	*44 0 0	1836						
Dolby - - - N.S. 8	- - -		1 15 4	- - -	- - -	62 10 0	11 3 0	
Dolby - - - B.S.	150 0 0	1840						
Douglas - - Wes.	- - -		3 13 8½					
Douglas, St. Barnabas' N.S. 8	85 0 0	1845	21 6 10½	60 8 4	- - -	1,289 5 0	73 19 0	
" - "	16 13 4	1851						
Douglas, St. George's (Athol Street) - N.S. 9	- - -		10 5 3	197 3 4	- - -	1,362 13 4	31 12 0	
Foxdale, St. Patrick's (Mining) - Ch. of E. 9	100 0 0	1848	3 2 9	218 16 8	- - -	498 1 8	6 19 0	
" " - "	50 0 0	1850						
Grenaby - - N.S. 9	*50 0 0	1835	4 1 3½	25 0 0	- - -	221 10 0	27 3 0	
Kirk Andreas - N.S. 9	*72 0 0	1837	5 0 11½	68 15 0	- - -	277 16 8	19 15 0	
" - - "	72 6 0	1848						
Kirk German, St. John's - - N.S. 8	70 0 0	1845	3 0 0	70 13 4	- - -	146 0 0	21 5 0	
Kirk Marown - Par. 8	- - -		- - -	- - -	- - -	- - -	0 12 0	
Kirk Maughold - Par.	140 5 0	1854	1 10 0					
Kirk Michael - N.S.	*67 10 0	1841						
Kirk Onchan - Par.	77 0 0	1842	2 10 0					
Kirk Patrick - Par. 8	200 0 0	1855	6 1 8½	38 15 0	- - -	310 16 8	16 13 0	
Kirk St. Anne's - N.S. 9	100 0 0	1852	1 12 10½	21 5 0	- - -	72 10 0	2 18 0	
Laxey Glen - - N.S. 8	*38 0 0	1836	4 7 2½	8 15 0	- - -	- - -	2 11 0	
Man, Isle of, St. Jude's N.S.	63 0 0	1855						
Malew, St. Mark's Ch. of E. 8	70 0 0	1843	4 9 6	- - -	- - -	115 0 0	18 1 0	
" - "	30 0 0	1845						
Peel, Christian's Endowed - - N.S. 9	100 0	1842	11 8 4	53 6 8	- - -	597 10 0	21 14 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
ISLE OF MAN—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Peel, Mathematical and Nautical School - 8	112 0 0	1850	1 0 10	145 10 0	- -	70 8 4		
Port, St. Mary's - N.S. 8	*75 0 0	1837	4 2 7½	62 5 0	- -	256 18 4	3 6 0	
Ramsey - - - N.S. 8	*155 0 0	1835	9 6 10½	59 17 6	- -	180 18 4	12 0 0	
" - - - "	122 15 3	1850						
Rushen - - - N.S. 8	- - -	- - -	0 19 11½	38 3 4	- -	146 18 4	5 15 0	
Sulby - - - N.S. 8	*100 0 0	1840	3 7 4	35 11 8	- -	102 10 10	5 10 0	

WALES.

ANGLESEA.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Amlwch - - - N.S. 5	- - -	- - -	- - -	- - -	- - -	42 18 4	37 2 0	
Cemaes - - - B.S. 5	150 0 0	1847	5 9 7½	- - -	- - -	152 0 0		
Dwyram - - B.S.	- - -	- - -	1 16 3					
Gaerwen - - N.S. 5	171 0 0	1850	9 0 1½	- - -	- - -	27 18 4		
Gwalchmai - - N.S. 5	*30 0 0	1840	- - -	18 15 0	- -	24 3 4	14 11 0	
" - - - "	90 0 0	1856						
Gwalchmai - - B.S.	240 0 0	1856	- - -					
Heneglwys - - B.S.	18 0 0	1840						
Holyhead - - N.S. 5	55 0 0	1840	4 9 0½	125 0 0	- -	240 5 0	15 0 0	
" - - - "	15 6 3	1844						
Holyhead - - B.S. 5	*37 0 0	1836	21 4 1½	124 9 2	- -	813 2 11	89 0 0	
" - - - "	354 0 0	1849						
" - - - "	30 15 0	1853						
" - - - "	138 4 0	1856						
" - - - "	76 0 0	1856						
Llanallgo - - N.S.	75 0 0	1846						
Llandbadrig Ch. S. 5	- - -	- - -	1 5 9½	- - -	- - -	57 10 0		
Llanddeusant and Llanbabo - - N.S. 5	164 0 0	1849	0 9 4½	72 18 4	- -	61 9 2	9 2 0	
Llandysilio, Mixed N.S.	149 0 0	1853	2 8 11					
Llangefni - - B.S. 5	179 15 0	1852	9 13 10½	95 0 0	- -	279 15 10	57 11 3	
Llangefni - - N.S. 5	279 10 0	1853	3 15 8½	55 0 0	- -	152 9 2	37 12 0	
" - - - "	14 0 0	1855						
Llangeinwen - B.S.	180 0 0	1849						
Llangristiolus - N.S. 5	50 0 0	1841	- - -	30 0 0	- -	- - -	12 13 0	
" - - - "	6 0 0	1856						
Llanrhyddlad - N.S.	208 0 0	1847	3 5 8½					
Llanrhyddlad - B.S. 8	130 0 0	1845	1 13 4	60 0 0	- -	278 12 6	58 12 0	
" - - - "	80 0 0	1856						
Llanvaelog - - N.S. 5	121 0 0	1849	2 13 10½	- - -	- -	108 6 8	15 13 0	
Marian Glas - - B.S. 5	125 0 0	1844	6 10 3½	28 15 0	- -	293 8 4	17 9 0	
" - - - "	40 0 0	1847						
Penmon and Llangoed - - N.S. 5	133 0 0	1852	1 10 5	45 15 0	- -	144 1 8	12 11 0	
Pensarn - - - N.S.	*40 0 0	1836						
Rhosybol - - B.S. 5	200 0 0	1848	4 16 0	50 0 0	- -	176 17 6	38 18 0	
BRECKNOCKSHIRE.								
Abercrave - - N.S. 7	144 10 0	1854	2 12 0	53 12 6	- -	52 10 0	6 10 0	
Abergwessin School 10	93 0 0	1851	3 1 8½	22 10 0	- -	- - -	4 11 0	
Beaufort - - - B.S. 10	- - -	- - -	- - -	11 5 0	- -	8 6 8	20 0 0	
Brecon, St. David's N.S.	*73 0 0	1836						
Brecon, St. John's N.S. 8	- - -	- - -	- - -	41 10 10	- -	250 13 4	5 2 0	
Brecon, St. Mary's, N.S. 7	214 10 0	1850	3 0 4½	12 10 0	- -	453 10 0	7 8 0	
Brynmaur - - B.S. 10	83 6 8	1856	5 7 6½	46 0 0	- -	135 10 10	44 17 2	
Castle Madoc - - B.S.	84 0 0	1854	1 6 8	- - -	- -	- - -	6 12 0	
Cefn - - - - S. 10	- - -	- - -	- - -	- - -	- - -	46 10 0	32 15	
Crickhowel - - N.S.	- - -	- - -	4 1 6½					
Cwmtwich - - N.S.	- - -	- - -	2 15 3					
Cwmtwich, Charity S.	- - -	- - -	2 0 0½					
Devynnock (Sir J. Davey's) Endowed S. 8	77 0 0	1840	2 11 11½	- - -	- - -	15 0 0	13 2 0	
" - - - "	23 6 8	1855						
Hay - - - N.S. 7	65 13 0	1855	6 3 4½	144 10 0	- -	253 3 4	33 1 0	14 13 8

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BRECKNOCKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Llandefaelog Vach N.S. 8	25 0 0	1856	- - -	28 15 0	- -	- -	1 3 0	
Llanelly - - - N.S.	*50 0 0	1836	1 4 $(1\frac{1}{2}$					
" - - - "	6 0 0	1847						
" - - - "	67 10 0	1857						
Llantrynach - Ch. of E.	86 18 0	1856						
Llangasty - - N.S. 8	- - -	- - -	- - -	58 15 0				
Llangenny - - N.S.	74 0 0	1848						
Llanigon - - N.S.	*30 0 0	1838						
Talgarth - - B.S. 10	- - -	- - -	- - -	5 0 0				
Talybont - - N.S.	- - -	- - -	2 7 $5\frac{3}{4}$					
Ynyscedwyn (Iron Works School) - -	250 0 0	1842	2 0 9					
" " - -	125 0 0	1844						
CAERMARTHENSHIRE.								
Abergwili - - N.S. 3	*80 0 0	1834	- - -	91 10 0	- -	140 11 8	4 12 0	
Bettws - - - N.S.	55 0 0	1845						
" - - - "	28 0 0	1847						
Capel Cynfal - - N.S. 4	123 0 0	1849	0 12 2	3 15 0	- -	- -	2 2 0	
Capel Evan - - B.S. 8	- - -	- - -	2 16 $0\frac{3}{4}$	- -	- -	- -	41 15 0	
Caermarthen, Lancasterian School - - 8	465 0 0	1850	10 17 $5\frac{1}{2}$	163 4 2	- -	788 15 0	39 13 0	
" " - -	21 0 0	1854						
Caermarthen, St. David's Practising School - 3	727 0 0	1849	9 4 6	146 5 0	- -	525 16 8	6 17 0	
Cwmamman - - N.S. 4	- - -	- - -	2 0 $3\frac{1}{2}$	43 10 0	- -	36 5 0	13 19 0	
Cwm Ivor - - B.S. 8	- - -	- - -	1 13 $4\frac{3}{4}$	- -	- -	15 0 0	25 18 0	
Dafen (Tin Plate Works) - - N.S. 3	- - -	- - -	5 12 $10\frac{1}{2}$	77 10 0	- -	244 9 7	53 6 0	
Ferryside, St. Thomas' Par. 4	404 0 0	1856	2 0 $0\frac{1}{2}$	52 11 8	- -	72 1 8	22 1 8	
Kenarth - - N.S.	*32 0 0	1838						
Llanddarog - - N.S.	148 13 4	1853						
" - - "	50 0 0	1854						
Laugharne - - N.S. 4	- - -	- - -	- - -	13 15 0	- -	3 15 0	4 6 0	
Llandefeilog - - N.S.	225 19 6	1855	1 19 $11\frac{3}{4}$					
Llandilo, Tabernacle B.S. 8	- - -	- - -	- - -	- -	- -	- -	8 9 0	
Llandovery - - N.S. 3	300 0 0	1846	6 5 5	132 10 0	- -	433 1 8	9 1 0	
Llandovery - - B.S. 8	332 0 0	1849	6 13 $4\frac{3}{4}$	19 15 0	- -	407 6 8	27 14 0	
Llandybie - - N.S. 4	130 0 0	1849	4 13 $3\frac{1}{4}$	15 0 0	- -	36 5 0	6 5 0	
Llanelly - - - N.S.	*113 0 0	1837						
" - - - "	*87 0 0	1839						
Llanelly, B. & G. - B.S. 8	250 0 0	1854	10 10 2	68 15 0	- -	254 7 6	39 5 0	
" " - B.S. 8	75 0 0	1857						
Llanelly, Infants - B.S. 8	20 0 0	1852	- - -	13 6 8	- -	29 0 0	9 11 0	
" " (Copper Works) B.S. 8	192 0 0	1855						
	- - -	- - -	11 2 $11\frac{3}{4}$	157 10 0	- -	575 11 8	41 5 0	
Llanfihangel Uwch Gwili - - - N.S.	50 0 0	1848						
Llanfihangel Aberbythic - - - N.S. 3	- - -	- - -	1 8 1	71 12 6	- -	115 16 8	11 18 0	
Llangadock - - B.S.	73 10 0	1852	3 10 $6\frac{1}{2}$					
Llangeler - - N.S.	100 0 0	1859						
Llangennech - Ch. S. 3	66 0 0	1851	4 4 $10\frac{1}{2}$	31 13 4	- -	196 3 4	9 19 0	
" - - "	10 0 0	1852						
" - - "	58 10 0	1856						
Llannon - - N.S. 4	- - -	- - -	3 2 6	45 0 0	- -	55 0 0	9 6 0	
Llanstephan - - N.S. 4	- - -	- - -	2 6 $8\frac{1}{4}$	30 0 0	- -	24 15 0	13 0 0	
Mydrim - - N.S.	15 0 0	1846						
Newcastle Emlyn - N.S. 4	118 10 0	1850	3 12 $6\frac{1}{2}$	- -	- -	50 0 0	19 16 0	
" "	70 0 0	1857						
Pembrey (Copper Works) - - B.S. 8	- - -	- - -	- - -	41 12 6	- -	30 0 0	30 13 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
CAERNARVONSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Abereirch - - N.S.	*40 0 0	1836	2 0 0½					
Bangor - - - N.S.	*72 0 0	1836						
Bangor - - - R.C.	- - -	- - -	1 0 0¾					
Bangor, Diocesan Board	- - -	- - -	39 5 5					
Bangor (Garth Road) B.S. 5	500 0 0	1849	18 5 8½	234 6 8	- -	1,162 4 2	45 1 3	
" " " - "	28 8 0	1854						
" " - "	6 10 0	1854						
Beddgelert " - - B.S. 6	150 0 0	1851	4 5 5	28 15 0	- -	115 8 4	45 17 0	
" - - "	16 10 0	1857						
Bethesda - - B.S. 5	- - -	- - -	5 0 0½	45 7 6	- -	170 17 6	36 2 0	
Bettws Garmon - N.S.	30 0 0	1844						
Bodfean - - N.S. 5	50 0 0	1842	- -	39 5 0	- -	5 0 0	18 15 0	
Bodfeirig - - N.S. 5	- - -	- - -	2 16 9½	54 0 0	- -	37 10 0	22 16 0	
Bontnewydd - - N.S. 5	63 0 0	1845	- -	5 0 0	- -	20 0 0	1 3 0	
" - - "	84 0 0	1850						
Bottwnog - - N.S.	66 0 0	1847						
" - - "	6 0 0	1847						
Bronyfoel - - N.S.	472 10 0	1844						
Bryncroes and Rhyw N.S.	*45 0 0	1837						
" - "	29 7 8	1852						
Caernarvon, "Model S." 5	*100 0 0	1837	7 3 3	51 10 0	25 0 0	1,315 19 2	23 3 0	
" " "	400 0 0	1842	- -	a87 10 0				
" " "	166 0 0	1843						
" " "	150 0 0	1843						
" " "	250 0 0	1848						
Clynnog - - N.S. 5	163 0 0	1850	- -	58 4 2				
Conway - - - N.S. 5	108 0 0	1840	14 15 8½	154 16 8	- -	525 13 4	29 10 0	
" - - - "	54 0 0	1852	- -	a128 6 8				
Deiniolen - - B.S. 6	741 0 0	1856	5 9 8¾	29 3 4	- -	93 13 4	32 5 0	
Dinorwic - Ch.S. 6	633 0 0	1856	- -	6 5 0				
Dinorwic - - B.S. 5	- - -	- - -	2 13 11¼	- -	- -	5 0 0	8 3 0	
Dolbadarn - - B.S. 6	- - -	- - -	2 0 5½	42 0 0	- -	36 17 6	22 15 0	
Dwygyfylchi - - N.S. 5	190 0 0	1848	4 0 10½	16 10 0				
Edern - - - N.S. 6	90 0 0	1847	2 11 4	20 0 0	- -	- -	20 3 8	
Glan Ogwen - - N.S. 5	208 5 0	1853	5 4 2	44 0 0	- -	78 10 0	32 16 0	
Llanbedr and Caer-baen - - - N.S.	*47 0 0	1835						
Llandudno - - N.S. 5	120 0 0	1846	6 6 11¼	52 5 0	- -	146 6 8	24 19 0	
" - - - "	175 0 0	1855						
" Evening - - "	- - -	- - -	- - -	- - -	- -	5 0 0		
Llandwrog - - N.S. 5	199 15 0	1854	- -	111 5 0	- -	55 8 4	11 10 2	
Llanengan - - N.S.	118 0 0	1846	1 8 4½					
" - - "	39 0 0	1847						
Llanengan - - B.S.	191 0 0	1848						
Llanfair-is-gaer - N.S.	75 0 0	1844						
Llanfair-Vechan - N.S. 5	180 0 0	1850	- -	40 10 0				
Llangelynin Gyffin N.S.	80 0 0	1844						
Llaniestyn - - N.S. 5	40 0 0	1843	- -	5 0 0	- -	16 13 4	2 5 0	
" - - - "	17 0 0	1844						
Llanllechid - - B.S. 5	- - -	- - -	- -	5 0 0	- -	14 0 0	18 2 0	
Llanllechid - - N.S. 5	101 0 0	1848	8 12 6¾	35 0 0	- -	115 0 0	22 12 0	
" - - "	46 13 4	1855						
Llannor - - N.S.	44 0 0	1855						
Llanystymdwy - N.S. 5	91 7 6	1853	2 16 2¾	51 15 0	- -	5 0 0	22 10 0	
Nevyn - - - N.S.	62 0 0	1840						
" - - - "	25 0 0	1844						
Portmadoc - - N.S.	624 0 0	1857	5 17 9					
Pwllheli - - N.S. 5	200 0 0	1843	6 16 4½	66 5 0	- -	253 9 2	53 16 0	
" - - - "	70 0 0	1849						
" - - - "	6 0 0	1856						
Roe Wen - - B.S. 5	200 0 0	1849	1 16 7	- -	- -	147 10 0		
Tre and Port Madoc B.S. 6	*60 0 0	1840	7 1 9½	- -	- -	178 0 0	26 4 4	
" - - "	53 10 0	1840						
Twthill - " - - N.S.	200 0 0	1848						
" - - - "	6 0 0	1852						
Tyntur - - - N.S. 5	- - -	- - -	3 13 3½	60 0 0	- -	87 6 8	22 10 0	
Waenfawr - - N.S.	*93 0 0	1838						

a Retiring pension.

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CARDIGANSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberaron - - N.S.	266 0 0	1849	2 16 8½					
Aberbank - - N.S. 7	157 0 0	1849	3 8 8½	- - -	- -	45 0 0	9 15 0	
Aberporth - - N.S.	78 10 0	1853	1 6 8½					
Bangor Chapel - N.S. 7	139 15 0	1854	1 9 10	53 15 0				
Borth - - N.S.	100 0 0	1842						
" - - "	8 0 0	1846						
Cardigan - - - B.S. 8	- - -	-	- - -	8 15 0	- -	29 0 0	5 14 0	
Cardigan, St. Mary's N.S. 7	322 0 0	1849	5 7 7½	118 15 0	- -	650 5 0	19 17 0	
Henfynyw - - N.S.	*13 0 0	1836						
Lampeter, Pont Stephen - - N.S. 7	119 5 0	1850	- -	66 0 0	- -	31 13 4	6 5 0	
Llanarth - - N.S.	*50 0 0	1837						
Llanddewi Aberarth N.S. 7	*40 0 0	1840	- - -	- -	- -	- -	8 19 0	
Llandygwydd - N.S. 7	- - -	-	2 13 1½	29 2 6	- -	130 10 0	11 19 0	
Llandyssil - - N.S. 7	112 10 0	1852	6 1 11½	- -	- -	73 5 10	22 5 0	
" - - "	25 0 0	1852						
Llandyssil - - B.S.	78 0 0	1850						
Llangeitho - - N.S.	82 0 0	1847						
Llangranog - - N.S.	52 10 0	1846	0 19 0					
" - - "	15 0 0	1847						
Llangoedmore Ch.S. 7	84 10 0	1849	1 13 4	15 0 0	- -	57 10 0	7 14 0	
" - - "	59 10 0	1849						
Llanllwchairn - N.S.	*40 0 0	1835						
Llanrhystydd - B.S.	- - -	-	1 18 9					
Llanychairn, Chancery Ch. of E. 8	- - -	-	1 0 5	- -	- -	- -	1 10 0	
Llwyndafydd - - B.S.	153 0 0	1855						
Nant Peris - - B.S.	229 10 0	1857						
New Quay - - B.S. 8	- - -	-	4 3 6½	8 15 0	- -	146 0 0	37 3 0	
Penllwyn - - B.S. 8	- - -	-	2 6 7	26 2 6	- -	59 5 0	14 4 0	
Pen-y-parke - - N.S. 6	224 0 0	1847	3 12 0	111 7 6	- -	431 5 0	65 3 0	
" - - "	12 19 7	1854						
DENBIGHSHIRE.								
Abergele - - N.S. 11	*70 0 0	1838	3 2 6	- -	- -	189 10 0		
Bersham - - N.S.	76 10 0	1856						
Bettws-yn-Rhos - Ch.S.	- - -	-	2 6 7½					
Blaenau Llangernyn B.S.	200 0 0	1849	2 2 1					
Brymbo - - - N.S. 11	373 0 0	1852	8 8 0½	55 0 0	- -	30 0 0	3 0 0	
Chirk - - - N.S. 11	100 0 0	1844	2 15 0	- -	- -	395 3 4	25 10 0	
" - - - "	11 0 0	1845						
Chirk - - - B.S. 6	- - -	-	3 15 0	- -	- -	320 13 4		
Colwyn - - - N.S.	100 0 0	1849	2 10 0½					
Denbigh - - - N.S. 11	392 0 0	1848	5 2 7½	81 13 4	- -	168 15 0	7 4 0	
" - - - "	10 18 4	1857						
Denbigh - - - B.S. 8	250 0 0	1844	12 9 5	92 7 6	- -	502 15 10	7 13 0	
" - - - "	150 0 0	1846						
" - - - "	12 0 0	1851						
" - - - "	24 0 0	1854						
Eglwysfach - - N.S. 11	*75 0 0	1836	1 13 3½	- -	- -	247 10 0	31 5 0	
Glyndifdwy - - B.S.	35 0 0	1843						
Gresford - - N.S. 12	*100 0 0	1838	- -	9 3 4	- -	32 10 0	28 19 0	
Gwersyllt - - N.S. 11	87 0 0	1852	2 10 0½	- -	- -	90 0 0	23 15 0	
Henllan - - N.S. 12	- - -	-	- - -	- -	- -	- -	5 10 0	
Llanarmon Dyffryn Ceiriog - - N.S.	20 0 0	1844						
Llanarmon-in-Yale N.S. 12	- - -	-	- - -	35 5 0	- -	15 0 0	7 2 0	
Llandyrnog - - N.S. 11	*50 0 0	1838	3 9 6½	- -	- -	261 10 0	26 5 0	
" - - "	132 0 0	1855						
Llaneliden - - N.S.	50 0 0	1843						
" - - "	20 0 0	1846						
Llanfair Talhaiarn N.S. 11	*50 0 0	1836	2 19 5½	85 0 0	- -	130 16 8	13 13 0	
" " - "	35 0 0	1850						

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	Amount.	Date of Payment.						
DENBIGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Llanferres - - N.S. 11	55 0 0	1847	1 17 5	14 10 0	- -	241 13 4	11 12 0	
" - - "	40 0 0	1856						
Llangedwin - - N.S. 12	- -	- -	- -	63 5 0	- -	30 0 0	16 5 0	
Llangerniew - Ch. of E. 12	- -	- -	- -	- -	- -	- -	21 7 0	
Llangollen - - N.S. 12	103 0 0	1842	2 13 7½	48 10 0	- -	259 9 2	16 0 0	
" - - "	18 0 0	1852						
Llangollen - - B.S. 8	275 0 0	1848	3 6 4½	68 15 10	- -	307 0 0	68 0 0	
" - - "	8 16 0	1854						
Llanrhaiadr-yng-hghinmeirch - N.S. 11	- -	- -	4 3 6	43 5 0	- -	115 0 0	48 16 0	
Llanrwst - - N.S. 11	296 0 0	1847	3 1 2½	122 0 0	- -	227 6 8	37 19 0	
" - - "	17 0 0	1856						
Llanrwst - - B.S. 5	227 14 0	1847	1 14 8	40 17 6	- -	140 5 0	22 16 6	
Llansaintfraid Glan Conway, or Brynrhys - - - N.S. 11	*50 0 0	1835	2 18 3½	57 10 0	- -	220 3 4	30 6 0	
" " "	468 0 0	1857						
LlansaintfraidGlyn "								
Ceiriog - - N.S.	*64 0 0	1839						
Minera - - - N.S. 11	373 0 0	1852	5 2 0	- -	- -	104 3 4	42 18 0	
Rhos-Llanerchrugog N.S. 11	200 0 0	1844	3 12 2½	24 15 0	- -	98 15 0	29 4 0	
" " - "	66 0 0	1846						
" " - "	79 0 0	1856						
Rhos-y-medre " - N.S. 11	- -	- -	1 0 0½	- -	- -	30 0 0		
Ruabon - - - N.S. 11	366 0 0	1848	2 13 4	35 0 0	- -	226 10 0	17 0 0	
" - - - "	121 0 0	1856						
" - - - "	30 2 9	1856						
Ruthin - - - N.S. 11	361 0 0	1849	7 1 4½	93 6 8	- -	309 6 8	24 8 0	
" - - - "	47 18 0	1855						
Ruthin - - - B.S. 5	618 0 0	1848	14 17 5½	57 5 0	- -	746 10 0	27 17 6	
" - - - "	74 2 9	1856						
Wrexham - - N.S.	*125 0 0	1838	3 6 8					
" - - "	14 0 0	1841						
" - - "	150 0 0	1850						
" - - "	10 12 6	1854						
Wrexham, Brook Street - - - B.S. 6	- -	- -	- -	84 3 4	- -	221 3 4	14 5 0	
Wrexham, Chester Street - - - B.S.	150 0 0	1841	6 7 6					
FLINTSHIRE.								
Asaph, St. - - N.S. 1	15 0 0	1856	3 3 11½	52 10 0	- -	114 3 4	18 18 0	
Asaph, St. - - R.C. 6	- -	- -	- -	21 13 4	- -	32 10 0	18 19 0	
Bagillt - - - N.S. 1	150 0 0	1841	4 0 1½	- -	- -	115 0 0	23 0 0	
" - - - "	30 0 0	1844						
Bistre-in-Mold - N.S.	100 0 0	1842						
Brynford - - N.S. 2	198 8 6	1853	4 12 5	13 15 0	- -	14 11 8	14 1 0	
Buckley, St. Matthew's - - - N.S. 1	411 4 0	1849	5 19 6	295 11 8	- -	306 10 0	60 14 0	
" " - "	222 0 0	1857						
Cilcain - - - N.S. 7	65 0 0	1843	3 2 9½	76 10 0				
Flint - - - N.S. 1	20 0 0	1844	6 5 8¼	53 6 8	- -	326 0 0	7 17 0	
" - - - "	38 0 0	1855						
Gorsedd - - N.S.	82 17 6	1854						
Gwernafield - - N.S. 1	*100 0 0	1838	4 18 6½	6 5 0				
" - - - "	30 0 0	1850						
Halkyn - - Ch. of E. 2	- -	- -	- -	- -	- -	- -	8 15 0	
Hawarden - - N.S.	*125 0 0	1838						
Holywell - - N.S. 1	83 0 0	1855	4 11 0½	49 8 4	- -	339 5 0	16 0 0	
Holywell - - P.U. 6	- -	- -	- -	- -	- -	5 0 0		
Lixwm - - - B.S. 5	204 0 0	1849	11 11 9½	84 16 8	- -	266 11 8	59 9 0	
" - - - "	37 6 8	1856						
Meliden - - - N.S. 1	200 0 0	1843	3 8 4	90 0 0	- -	259 10 0	14 10 0	
" - - - "	55 0 0	1856						
Mold - - - N.S. 1	452 10 0	1850	8 18 3½	139 16 8	- -	619 18 4	96 16 0	
" - - - "	18 15 0	1856						
" - - - "	9 0 0	1857						

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	Amount.	Date of Payment						
FLINTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mold - - - B.S. 6	180 0 0	1844	6 17 5	82 5 0	- -	651 5 0	19 14 2	
" - - -	105 0 0	1856						
Mostyn - - - N.S. 1	250 0 0	1844	5 5 6½	- -	- -	195 0 0	14 5 0	
Pont Bleiddyn - N.S.	*75 0 0	1836						
Redbrook, Village S. - 5	- - -	-	- - -	- -	- -	20 16 8		
Rhuddlan - - N.S. 1	18 0 0	1856	8 14 4½	209 12 6	- -	292 0 0	43 14 3	
Rhyl - - - N.S. 2	51 0 0	1842	11 1 8½	13 15 0	- -	22 8 4	11 9 0	
Talacre - - - R.C. 6	- - -	-	1 11 8	5 10 0	- -	90 8 4	17 0 0	
Threapwood - - N.S.	- - -	-	2 0 0					
Trenddyn - - N.S.	70 0 0	1844						
Wepre, St. Mark's (Northop) - - N.S.	*100 0 0	1837	3 8 11	- -	- -	- -	7 5 0	
" " - "	50 0 0	1846						
" " - "	7 0 0	1855						
Whitford - - N.S. 1	- - -	-	5 0 0½	107 5 0	- -	195 0 0	51 16 0	
Ysceifiog - - Ch. S.	120 15 0	1852	2 12 0					
GLAMORGANSHIRE.								
Aberavon - - N.S. 3	172 10 0	1854	7 6 8½	17 10 0	- -	2 10 0	6 6 0	
Aberdare, Town - N.S. 2	285 15 0	1851	6 9 8¾	80 10 0	60 0 0	297 19 2		
Aberdare - - B.S. 8	- - -	-	- - -	- -	- -	115 0 0	12 10 0	
Bettws - - - N.S.	71 0 0	1850	1 4 3					
Bishopston and Pennard - - N.S.	216 0 0	1851						
Bride, St., Major - N.S. 2	*30 0 0	1840	1 15 1	113 15 0	- -	245 1 8	52 3 0	
" " - "	27 0 0	1845						
Bridgend - - N.S. 2	- - -	-	9 7 0¾	31 7 6	- -	338 1 8	51 13 6	
Bridgend - - Wes. 8	- - -	-	1 15 4	- -	- -	119 0 0	11 3 0	
Briton Ferry - - N.S.	- - -	-	4 6 0½					
Cadoxton, Merthyrdovan - - N.S.	56 0 0	1847	1 0 0					
Cadoxton-juxta-Neath - N.S. 2	152 0 0	1849	5 5 1¼	46 5 0	- -	381 10 0	59 2 0	
" - - -	201 0 0	1852						
Cardiff - " - - Wes. 7	- - -	-	15 19 11½	234 15 0	- -	587 4 2	19 19 0	
Cardiff - - - R.C. 6	720 0 0	1856	25 1 9	16 10 0	- -	22 18 4		
Cardiff, St. John's - N.S. 3	- - -	-	2 1 8½	13 15 0	- -	-	7 4 0	
Cardiff, St. Mary's - N.S. 3	380 0 0	1848	9 9 3¼	196 13 4	- -	749 13 4	12 6 0	
" " - "	36 0 0	1849						
" " - "	20 0 0	1849						
" " - "	40 0 0	1849						
Cardiff, Ragged and Industrial - - 7	- - -	-	- - -	- -	- -	- -	- -	79 10 0 R
Cefn - - Ch. of E.	- - -	-	8 18 11					
Cowbridge - - N.S. 3	*45 0 0	1839	- -	30 5 0	- -	17 10 0	15 2 0	
" - - -	12 15 0	1855						
Coychurch - - N.S.	*20 0 0	1837						
" - - -	27 10 0	1851						
Cwmbach - - N.S.	200 0 0	1850	6 18 10½					
Cyfarthfa, Girls S. - 10	- - -	-	- - -	- -	- -	- -	20 0 0	
Cyfarthfa - - N.S. 2	46 0 0	1855	7 3 8½	56 5 0	- -	95 0 0		
Dowlais - - - R.C. 6	- - -	-	- - -	12 10 0	- -	- -	6 19 0	
Dowlais School - - 8	- - -	-	36 12 11	340 11 8	181 13 4	114 10 0	80 6 0	
Duffryn - - - N.S.	652 0 0	1857	6 8 9¾					
Fagan's, St. - - N.S.	- - -	-	1 4 8					
Gellifaelog - - B.S. 8	- - -	-	- - -	15 15 0	14 11 8	- -	20 14 0	
Gellygaer, Endowed S. - 3	- - -	-	- - -	- -	- -	119 10 0		
Giant's Grave - B.S.	96 0 0	1842	1 13 10¾					
Glyntaff - - - -	180 0 0	1856	2 10 5½					
Hafod Copper Works S. 8	- - -	-	- - -	44 6 8	- -	620 10 0	83 18 0	
Kilvey Copper Works S. 7	- - -	-	- - -	- -	- -	- -	8 4 0	
Llandaff - - N.S. 3	29 0 0	1856	3 18 6¾	62 8 4	- -	44 3 4	13 4 0	
Llandeilo, Talybont, or Pontarddulais N.S. 3	128 0 0	1846	3 1 8½	32 10 0	- -	17 10 0	20 2 0	
" " - "	10 0 0	1851						
" " - "	9 0 0	1856						
" " - "	3 7 6	1856						
Llanfabon - " - N.S.	288 0 0	1850						

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	Amount.	Date of Payment.						
GLAMORGANSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Llangyfelach - - N.S.	3 0 0	1846						
" - - "	45 0 0	1847						
Llantrisant - - N.S. 2	- - -	- - -	5 4 6	10 16 8	- -	185 15 0	83 0 0	
Llantwit, Major - N.S. 3	- - -	- - -	1 19 1½	10 10 0	- -	25 16 8	7 18 0	
Llanwonno - - N.S.	298 4 0	1856						
Loughor - - Par. 2	169 18 0	1854	4 15 11¾	30 0 0	- -	119 1 8	51 3 6	
Maesteg Iron Works S. 8	- - -	- - -	- - -	25 16 8	- -	307 10 10	64 9 0	10 17 6
Maesteg, Llynvi Iron Work School - - 8	- - -	- - -	25 5 0½	133 11 8	- -	627 5 0	40 15 0	
Maesteg, or Llangoynndd (Spelter Works) - B.S. 8	- - -	- - -	- - -	- - -	- -	43 15 0		
Merthyr Tydvil, St. David's - - N.S. 2	300 0 0	1849	6 1 6	137 10 10	- -	316 19 2	5 13 0	
" - - "	108 15 2	1852						
Morriston - - B.S.	*150 0 0	1837						
Mumbles - - B.S. 8	*30 0 0	1839	1 0 0½	42 12 6	- -	146 0 0	36 16 0	
Nantgarw - - N.S.	75 0 0	1844						
Neath Abbey - - B.S. 7	- - -	- - -	- - -	- - -	- -	- - -	8 14 0	
Newton Nottage - N.S. 2	96 0 0	1848	2 17 7¼	45 0 0	- -	188 6 8	8 7 0	
Nicholas, St. - - N.S. 2	- - -	- - -	3 7 2¼	56 5 0	- -	53 6 8	21 5 0	
Penclawdd - - N.S.	58 0 0	1843						
Penmark - - N.S. 3	70 0 0	1847	- - -	- - -	- -	3 5 0		
Pentyrch - - N.S.	*32 0 0	1836						
Pen-y-darran, Iron Company's S. - -	- - -	- - -	1 14 5					
Pontardawe - - N.S.	432 0 0	1857	3 9 3½					
Pontypridd - Wes. 10	- - -	- - -	4 3 4	11 5 0				
Pyle, Bryndu Colliery School - - 2	- - -	- - -	4 17 3¾	111 13 4	- -	99 6 8	69 18 0	
Ruddry - - - N.S.	25 0 0	1843						
" - - -	15 0 0	1844						
Sketty, St. Paul's - N.S. 2	- - -	- - -	5 0 10½	44 5 0	- -	- - -	9 12 0	
Sketty, Infants - B.S. 7	- - -	- - -	- - -	- - -	- -	29 10 0		
Skewen - - - N.S.	- - -	- - -	2 13 4					
Swansea - Ch. of E. 2	1,143 0 0	1848	a19 7 10	268 0 0	- -	1,103 6 8	98 15 0	
" - - "	5 12 0	1849	28 13 9¾					
" - - "	6 4 0	1850						
Swansea - - - B.S. 7	203 8 0	1854	11 6 10¾	101 4 2	10 0 0	1,147 7 6	40 8 0	
" - - -	- - -	- - -	- - -	b40 0 0				
Swansea, Upper - N.S. 2	- - -	- - -	- - -	16 10 0	- -	- - -	7 2 0	
Tondu Iron Works S. - 8	- - -	- - -	- - -	- - -	- -	15 0 0		
Tydvils Well, Boys' S. 10	- - -	- - -	- - -	- - -	- -			
Wick - - - N.S.	20 0 0	1848	1 0 0½					
Ystalyfera - - N.S. 3	- - -	- - -	11 7 10½	55 10 0	50 0 0	93 0 0	88 0 0	
MERIONETHSHIRE.								
Aberdovey S. - - - 8	- - -	- - -	2 4 10½	- - -	- -	- - -	13 8 0	
Bala - - - B.S. 6	511 4 0	1836	5 0 0½	23 0 0	- -	59 10 0	14 10 0	
Barmouth - - N.S. 8	100 0 0	1842	- - -	80 7 6	- -	125 0 0	48 7 0	
" - - "	7 16 0	1849						
" - - "	10 0 0	1854						
Bryncrug - - B.S.	90 0 0	1844	3 6 7¾	16 10 0	- -	29 0 0		
" - - "	18 0 0	1846						
Corwen - - B.S. 6	404 0 0	1857	- - -	- - -	- -	17 10 0		
Dolgelly - - N.S. 8	277 0 0	1847	1 18 11½	121 5 0	30 0 0	228 10 0	44 15 0	
Dolgelly - - B.S. 9	- - -	- - -	5 11 1¾	21 5 0	- -	199 2 6	35 18 0	
Dyffryn - - B.S. 6	- - -	- - -	6 15 8¾	25 16 8	- -	324 19 2	21 18 2	
Festiniog - - B.S. 6	- - -	- - -	4 16 10¾	31 10 0	- -	195 0 0	40 11 0	
Festiniog, Slate Quarries - B.S. 6	125 0 0	1850	7 6 2¾	22 0 0	- -	328 7 1	48 10 0	
" " - "	37 0 0	1857						
Festiniog and Maentwrog - - N.S. 8	38 17 3	1855	2 13 4	45 16 8	- -	37 10 0	31 7 0	
Glanrafon - - B.S.	80 0 0	1849						
Llandrillo - - B.S.	130 0 0	1849	1 2 8½					
Llanenddwyn - - N.S.	*45 0 0	1836						
Llanfaur - - N.S.	*50 0 0	1836						
Llanfrothen - - N.S. 8	- - -	- - -	- - -	15 0 0	- -	- - -	8 1 0	

a Scientific apparatus. *b* Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
MERIONETHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Llangelynin Arthog N.S.	40 0 0	1844	1 0 0					
" " - "	10 0 0	1845						
Penrhyn - - B.S. 8	309 0 0	1855	1 0 6½	- -	- -	184 8 4	40 6 4	
Talybont - - B.S.	73 0 0	1841						
Towyn and Pennal B.S. 6	90 0 0	1849	2 13 1	109 18 4	- -	171 18 4	14 8 6	
Trawsfynydd - N.S. 8	25 0 0	1844	2 9 7½	73 2 6	- -	226 10 0	74 2 0	
" - - - "	45 0 0	1852						
MONTGOMERYSHIRE.								
Berriew, Endowed N.S. 10	- - -	- -	2 10 8½	126 0 0	- -	262 12 6	53 11 8	
Buttington - - N.S.	*33 0 0	1838						
Bwlch-y-Cibans - N.S.	122 8 0	1855						
Carno - - - B.S.	36 0 0	1852						
Castle Caereinion - N.S. 10	- - -	- -	1 18 2½	31 5 0	- -	- - -	3 13 0	
Cemmes - - - B.S. 8	17 18 0	1856	- -	38 15 0	- -	52 10 0	50 5 0	
Churchstoke - - N.S. 10	150 0 0	1848	- -	98 12 6	- -	125 0 0	29 18 0	
" - - -	46 5 8	1854						
Darowen - - N.S.	60 0 0	1841	0 16 0½					
Forden - - - N.S.	105 0 0	1849						
Llanbrynmair - N.S.	150 0 0	1857						
Llandysilio - - N.S.	*30 0 0	1835						
Llanfair Caereinion N.S. 10	100 0 0	1852	1 7 6½	5 0 0	- -	- - -	1 4 0	
Llanfair Caereinion B.S.	183 0 0	1850	2 12 5½					
Llanfyllin - - N.S. 10	70 0 0	1843	5 5 10	18 0 0	- -	324 10 0	26 11 0	
Llanfyllin - - B.S. 7	219 0 0	1854	2 10 0	21 1 8	- -	- - -	9 15 0	
Llanidloes - - N.S. 10	240 0 0	1845	4 5 10½	133 0 0	- -	669 0 0	28 5 0	
" - - - "	13 0 0	1850						
" - - - "	34 5 0	1852						
Llanwnog - - N.S. 10	72 0 0	1853	4 13 4	50 0 0	- -	15 0 0	10 3 0	
Llanwyddelan - N.S.	87 4 0	1856						
Machynlleth - - N.S. 10	39 9 0	1849	4 6 6	97 10 0	- -	381 5 0		
" - - - "	16 0 0	1854						
Montgomery, Church Schoolmasters' Association - - -	- - -	- -	3 0 0½					
Newtown - - N.S. 10	300 0 0	1847	- -	128 1 8	- -	335 5 0	40 8 0	
" - - - "	4 18 0	1849						
" - - - "	84 8 0	1854						
Newtown - - B.S. 8	210 0 0	1847	8 10 0½	23 15 0	- -	269 18 4	32 4 0	
" - - - "	60 0 0	1856						
Welshpool, B. & G. N.S. 10	100 0 0	1855	- -	227 2 6	- -	953 7 11	51 7 0	
Welshpool, Infants N.S. 10	115 0 0	1851	- -	8 5 0				
Welshpool, The Belan - - - - N.S.	60 0 0	1842	6 12 2½					
PEMBROKESHIRE.								
Burton - - - N.S. 6	- - -	- -	1 19 9½	6 5 0	- -	32 10 0	6 1 0	
Cilgerran - - N.S. 6	90 0 0	1844	6 1 5½	12 10 0	14 11 8	318 1 8	15 4 0	
Cosheston - - N.S. 7	- - -	- -	- -	7 10 0	- -	- - -	4 18 0	
Fishguard - - N.S. 6	219 0 0	1850	10 5 11½	35 8 4	- -	509 15 10	65 11 0	
Haverfordwest - N.S. 6	829 13 11½	1850	2 17 9	150 5 0	- -	759 6 8	9 1 0	
Haverfordwest - B.S.	*125 0 0	1853						
Hubberstone - - N.S.	284 0 0	1856						
Jeffreston - - N.S.	42 0 0	1844	4 0 1½					
Johnstone - - N.S.	*17 0 0	1837						
Lampeter Velfrey - N.S. 6	84 0 0	1844	2 10 11½	31 5 0	- -	98 6 8	2 9 0	
" " - "	60 0 0	1845						
" " - "	20 0 0	1846						
" " - "	7 0 0	1846						
Letterston - - N.S. 6	81 0 0	1853	3 6 8½	19 5 0	- -	16 5 0	12 7 0	
Llandeloy - - N.S. 6	227 0 0	1850	4 9 7	- -	- -	52 10 0	3 19 0	
" - - -	100 0 0	1851						
Llandewi Velfry - N.S.	- - -	- -	1 0 8½					
Llanrhian - - N.S.	116 13 4	1853	3 17 4					
Llawhaden - - N.S.	37 10 0	1847	2 8 9½					
Manor Divy - - N.S.	42 0 0	1835						

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	Amount.	Date of Payment.						
PEMBROKESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Martletwy - - N.S.	129 10 0	1854						
Milford Haven, Endowed School - - - - 6	- - -	-	1 3 6½	36 5 0	- -	266 17 6	53 1 0	
Narberth - - N.S. 6	- - -	-	5 6 9	39 0 0	- -	88 0 0	25 4 0	
Narberth - - B.S. 7	*40 0 0	1839	- - -	- - -	- -	19 3 4		
Pembroke - - N.S. 6	- - -	-	- - -	12 10 0	- -	18 6 8	6 7 0	
Pembroke Dock - N.S. 6	200 0 0	1844	18 19 0½	179 10 0	44 11 8	1,685 11 8	40 7 0	
" " - "	200 0 0	1848						
" " - "	12 0 0	1855						
Pembroke Dock - B.S. 8	320 0 0	1849	32 8 6½	92 9 2	- -	1,078 11 8	71 7 0	
" " - "	31 0 0	1855						
Puncheston - - N.S. 7	269 0 0	1855	1 17 5	- - -	- -	- -	5 12 0	
Reynalton - - B.S.	*30 0 0	1836						
Rhydberth - - N.S. 6	70 0 0	1853	8 11 4½	6 5 0	- -	634 10 10	25 9 0	
" - - "	6 0 0	1855						
Roch - - - N.S.	86 15 0	1855						
Tudbaxton - - N.S. 6	58 0 0	1846	- -	23 7 6	- -	115 16 8	17 4 0	
Volva - - - N.S.	*75 0 0	1838	- -	30 0 0				
Wittal - - - N.S. 7	210 0 0	1857	1 13 4	- -	- -	- -	11 3 0	
Stackpole - - N.S. 6	- - -	-	- - -	- -	- -	225 16 8	16 1 0	
Templeton - - B.S.	*25 0 0	1836						
Tenby, B. & G. - N.S. 6	90 0 0	1840	8 6 9	124 10 0	- -	423 10 0	14 3 0	
" " - - "	60 0 0	1845						
" " - - "	20 0 0	1846						
Tenby, Infant School - 6	- - -	-	7 3 3½	15 3 4	- -	244 11 8	4 19 0	
Tenby, New Hedges, Ch. of E. 6	119 0 0	1853	2 4 6½	17 10 0	- -	70 16 8	5 18 0	
Uzmaston-cum-Boulston, N.S. 6	147 0 0	1848	3 12 0	132 0 0	- -	437 19 2	19 13 0	
" " - "	20 0 0	1848						
Walton, West, and Talbenny - N.S.	109 10 0	1851	1 13 4½					
Warren, Agricultural School - - - - 6	- - -	-	4 7 8½	21 5 0	- -	181 1 8		
Wolfscastle - - B.S.	*175 0 0	1836						
Zion Hill - - B.S. 8	- - -	-	1 15 11½	- -	- -	- -	46 2 0	
RADNORSHIRE.								
Boughrood - - N.S.	74 0 0	1851	2 4 8½					
Heyop - - Par. 8	- - -	-	1 5 5½	41 15 0				
Knighton - - N.S. 10	- - -	-	- - -	- -	- -	155 8 4	12 7 0	
Nantmel - - N.S.	156 0 0	1856						
Radnor, New - N.S. 8	- - -	-	1 6 8	8 15 0				
Radnor, Old - - N.S.	220 0 0	1850						

SCOTLAND.

NOTE.—G.A., denotes that the school is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., the *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; and Par., a *Parochial* School.

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	Amount.	Date of Payment.					
ABERDEENSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen, Bon Accord - F.C. 10	*250 0 0	1838	7 0 4½	213 15 0	- -	366 0 0	
Aberdeen, Boys' School of Industry - - - -	- - -	- -	2 4 2				
Aberdeen, Dr. Bell's - - - 7	- - -	- -	- - -	21 10 0	7 5 10	76 0 0	
Aberdeen, East Parish - F.C. 9	- - -	- -	2 0 1½	- - -	- -	271 1 8	
Aberdeen, East Parish - Sess. 7	*400 0 0	1840	17 5 2	120 0 0	25 0 0	1,370 2 6	
" " "	- - -	- -	a9 8 0				
Aberdeen, Guestrow Reform. 8	- - -	- -	- - -	-	- -	- -	24 11 8½
Aberdeen, North Parish - Sess. 8	*300 0 0	1840	17 10 0½	108 6 8	- -	420 15 0	
Aberdeen, North Parish - F.C. 10	- - -	- -	4 1 2¾	53 12 6	- -	367 5 0	
Aberdeen, South Parish, Trinity - - - Sess. 8	*220 0 0	1837	8 3 8	68 3 4	- -	299 0 0	
Aberdeen, South Parish - F.C. 10	- - -	- -	18 6 4½	100 0 0	75 16 8	721 15 10	
Aberdeen, West Parish - Sess. 8	266 0 0	1850	- -	178 16 8	- -	456 13 4	
Aberdeen, Educational Society's - - - G.A.	165 0 0	1841					
Aberdeen, Grey Friars - F.G.	500 0 0	1841					
Aberdeen (John Knox's) Sess. 7	*95 8 0	1836	- - -	10 0 0	- -	612 11 8	
Aberdeen (John Knox's) F.C. 9	- - -	- -	14 1 3	154 7 6	- -	515 10 0	
Aberdeen, (Mounthooley) Par.	*100 0 0	1835					
Aberdeen, St. Andrew's Epis. 6	- - -	- -	- - -	61 5 0	- -	51 13 4	
Aberdeen, St. John's - Epis. 6	- - -	- -	- - -	9 3 4	- -	32 18 4	
Aberdeen, St. Peter's - R.C. 6	- - -	- -	10 0 0	5 0 0	- -	207 6 8	
Aberdeen, Shaw's Court, Female Industrial - 7	- - -	- -	- - -	16 13 4	- -	94 0 0	
Aberdeen, (Sugar House Lane) Industrial - - - - 8	204 0 0	1852	3 0 10½	- - -	- -	- -	40 12 6
Aberdeen, Trades School - 10	- - -	- -	- - -	55 0 0	- -	53 15 0	
Aberdeen, Union Parish - G.A.	295 0 0	1841					
Aberdour - - - - F.C. 11	105 0 0	1850	5 19 0	27 10 0	- -	31 13 4	
Aboyne - - - - Par. 7	- - -	- -	- - -	- - -	- -	39 8 4	
Alford - - - - G.A. 7	- - -	- -	- - -	- - -	- -	100 0 0	
Ballogie, Female School - 10	- - -	- -	- - -	- - -	- -	6 5 0	
Banchory Davenick - F.C. 9	- - -	- -	3 0 0	124 13 4	- -	71 13 4	
Banks (Insch) - - - F.C. 11	- - -	- -	2 3 11	13 6 8	- -	3 6 8	
Belhelvie - - - - Par. 8	- - -	- -	- - -	- - -	- -	177 10 0	
Birse - - - - Par. 7	- - -	- -	2 1 8½	- - -	- -	52 10 0	
Braemar, Inverey - R.C. 7	- - -	- -	1 0 9				
Braemar, Achendryne - R.C.	- - -	- -	1 5 9				
Bridge of Don - - G.A. 8	- - -	- -	- - -	10 0 0			
Burnhaven - - - G.A. 10	127 10 8	1857	3 0 0½	41 4 2	- -	169 13 4	
Cruden (Lord Erroll's) - Epis. 6	*90 0 0	1838	2 12 7¾	111 14 2	- -	87 1 8	
Cruden - - - - F.C. 9	57 0 0	1850	2 18 0	75 5 0	- -	99 3 4	
Cullerley District Sch. - - 10	- - -	- -	- - -	46 10 0			
Cuminestown - - - Epis.	- - -	- -	2 9 4				
Daviot - - - - Par.	- - -	- -	1 6 4				
Deer, Old - - - - F.C. 10	109 11 5	1848	2 18 0	129 10 0	- -	35 0 0	
Echt - - - - - Par. 8	- - -	- -	2 10 1	3 6 8	- -	1 5 0	
Ellon - - - - F.C. 10	162 0 0	1849	1 0 3	144 10 0			
Ellon - - - - Par. 7	- - -	- -	9 12 7½	20 10 0	- -	70 0 0	
Forgue - - - - Epis	- - -	- -	1 6 8				
Forgue - - - - Par. 10	- - -	- -	- - -	- - -	- -	3 15 0	
Forgue Side - - - G.A. 8	117 0 0	1849	1 3 1½	60 18 4	- -	1 5 0	
Fraserburgh, St. Peter's Epis. 6	- - -	- -	- - -	81 17 6	- -	47 10 0	
Fyvie - - - - Par. 8	- - -	- -	- - -	56 13 4			
Fyvie, All Saints' - - Epis. 6	- - -	- -	- - -	54 0 0			
Fyvie, Female - - Ch. of S. 7	- - -	- -	- - -	4 3 4			
Gariochsford - - - F.C.	- - -	- -	1 13 4¾				
Gilconiston Free School - - 9	- - -	- -	2 17 11	77 5 0	- -	35 0 0	

a Scientific apparatus.

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	Amount.		Date of Payment.					
ABERDEENSHIRE—*cont.*	£ s. d.			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Glenfoudland - - - F.C. 8	- - -		-	- - -	82 17 6			
Huntly Congl. - - F.C. 9	- - -		-	6 5 0½	91 0 0	- -	256 3 4	
Huntly - - - - Par. 8	- - -		-	- - -	- - -	- -	240 0 0	
Huntly, Second Sch. - Par. 8	- - -		-	- - -	27 10 0			
Huntly - - - - R.C.	- - -		-	1 0 2				
Huntly Gordon Industrial F.C. 9	- - -		-	- - -	69 0 0	- -	113 16 6	
Insch - - - - F.C. 10	- - -		-	3 4 0½	37 13 4	- -	30 5 0	
Insch - - - - Par.	- - -		-	1 14 2½				
Inverury - - - - F.C.	120 0 0		1851					
Inverury, St. Mary's - Epis. 6	- - -		-	- - -	38 15 0	- -	71 5 0	
Kincardine O'Neill - F.C. 10	- - -		-	1 4 0½	112 10 0			
Kincardine O'Neill - - Par. 8	- - -		-	- - -	16 5 0			
King Edward - - - Par.	- - -		-	2 6 8				
Kintore - - - - F.C. 10	75 0 0		1851	5 11 7½	52 10 0	- -	72 1 8	
Kintore - - - - Par.	- - -		-	3 2 6				
Leylodge - - - - G.A. 10	210 0 0		1856	2 0 0½	3 15 0			
Longhill - - - - G.A. 10	- - -		-	- - -	77 10 0			
Lyne of Skene - - F.C. 1	- - -		-	1 5 4				
Meiklefolla - - - Epis. 6	- - -		-	2 13 10	7 10 0			
Meldrum, Old - - F.C. 11	123 0 0		1848	- - -	20 0 0			
Migvie - - - - G.A. 7	- - -		-	- - -	57 12 6			
Mindurno School - - -	- - -		-	2 0 0				
Peterculter - - - Par. 8	- - -		-	- - -	32 10 0			
Peterhead - - F.C. 10	219 15 0		1850	3 10 4½	114 3 4	- -	194 0 0	
Peterhead, Academy - F.C.	*650 0 0		1840					
" - - -	140 0 0		1840					
Peterhead, East Parish - G.A.	300 0 0		1840					
Peterhead, St. Peter's - Epis. 6	- - -		-	2 0 11¾	51 13 4			
Pitsligo - - - - Par.	- - -		-	1 13 4½				
Pitsligo, New - - - Par. 7	- - -		-	3 9 6½	- -	- -	29 0 0	
Pitsligo, New, St. John's Epis. 6	- - -		-	18 16 6½	56 15 0	- -	211 0 0	
Pitsligo, New, Female School 8	- - -		-	2 0 0	- -	- -	16 5 0	
Port Elphinstone, Sub. Sch. - 10	95 0 0		1840	6 19 9	148 12 6	- -	400 15 0	
" " " -	8 10 0		1840					
Rathin " " - G.A.	108 0 0		1842					
Rayne, Old, Female - G.A. 7	- - -		-	- - -	48 0 0	- -	32 10 0	
Savoch - - - - G.A.	173 0 0		1857					
Skene - - - - F.C. 10	130 10 0		1852	6 18 0¾	103 13 4	- -	146 0 0	
Strichen - - - - Par. 7	- - -		-	1 14 0	- -	- -	274 0 0	
Strichen, Female - - G.A. 7	- - -		-	- - -	45 0 0			
Tarvas - - - - Par.	- - -		-	3 2 6½				
Tillymorgan - - - Epis. 6	- - -		-	- - -	28 15 0	- -	32 10 0	
Udney - - - - F.C. 11	81 0 0		1850	- - -	20 0 0			
Waterton of Echt - - Par. 10	- - -		-	- - -	3 15 0			
Whitestripes - - - G.A. 8	- - -		-	- - -	105 0 0			
Woodside - - - - F.C. 10	*150 0 0		1837	9 14 8½	82 10 0	- -	241 5 0	
" - - - - "	14 0 0		1855	a9 13 1				
ARGYLLSHIRE.								
Ardrishaig - - - F.C. 4	- - -		-	3 6 8¼	74 2 6	- -	50 8 4	
Ardrishaig - - - G.A. 2	- - -		-	- - -	28 6 8			
Ardrishaig - - - Epis. 9	- - -		-	1 17 6½	41 5 0	- -	26 5 0	
Ballachulish, St. John's - Epis. 9	- - -		-	5 8 4	11 10 0	- -	76 13 4	
Barcaldine - - - G.A. 8	- - -		-	- - -	87 10 0	- -	85 0 0	
Bowmore - - - - Par. 7	- - -		-	2 7 5¼	80 0 0	- -	152 10 0	
Bowmore, Foreland - F.C. 4	- - -		-	- - -	111 10 0	- -	135 0 0	
Bridgend - - - - Par. 2	- - -		-	- - -	45 0 0			
Campbeltown, Burgh and Parochial - - - - 7	- - -		-	1 7 5	- - -	- -	254 10 0	
Campbeltown - - - Epis. 9	- - -		-	1 13 5	- - -	- -	48 3 4	
Campbeltown - - - F.C. 4	- - -		-	- - -	202 2 6	- -	427 15 0	
Campbeltown, United Female School of Industry - - 4	- - -		-	- - -	29 5 0	- -	29 0 0	
Corpach - - - - G.A. 8	- - -		-	- - -	- - -	- -	253 10 0	
Dalintober (Miss Campbell's), Charity - - Par. 7	- - -		-	7 4 3¾	33 0 0	- -	216 15 0	
Dervaig Female Industrial (Island of Mull) - -	120 0 0		1847					
" " " - -	77 0 0		1849					

a Scientific apparatus.

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	Amount.	Date of Payment.					
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Duncon - - - - Par. 8	- - -	-	3 1 8½	13 0 0	- - -	36 13 4	
Dunoon - - - - F.C. 4	- - -	-	- - -	23 0 0	- - -	139 10 0	
Duncon, Kirn - - - Sess. 1	- - -	-	- - -	12 0 0			
Foreland - - - - F.C.	- - -	-	2 8 0				
Glencoe - - - - F.C. 6	- - -	-	2 6 3	44 7 6		43 10 0	
Inverary - - - - F.C. 4	- - -	-	1 10 6½	40 10 0	- - -	32 10 0	
Inverary Burgh - - - Par. 8	- - -	-	3 11 0	60 1 8	- - -	32 13 4	
Kenlock - - - - G.A.	*75 0 0	1839					
Killean - - - - F.C. 4	- - -	-	- - -	66 5 0	- - -	75 0 0	
Kilmodan - - - - F.C. 5	- - -	-	- - -	26 2 6			
Kintraw - - - - G.A. 2	- - -	-	- - -	55 0 0			
Knapdale, North (Bellanoch) - - - - Par. 7	- - -	-	5 0 0	92 10 0	- - -	49 3 4	
Lochalin - - - - G.A. 8	100 0 0	1850	- - -	92 2 6			
Lochdonhead - - - G.A.	82 0 0	1848					
Lochend - - - - F.C. 4	- - -	-	- - -	56 5 0	- - -	163 10 0	
Lochgilphead - - - F.C. 4	- - -	-	5 16 8½	85 10 0	- - -	350 0 0	
Lochgilphead - - - Epis. 9	- - -	-	3 16 0	22 0 0	- - -	195 5 0	
Lochgilphead - - - Par.	251 0 0	1856	4 11 8½				
Oatfield - - - - G.A. 7	- - -	-	- - -	108 0 0	- - -	83 6 8	
Ormsary - - - - G.A. 2	- - -	-	- - -	22 0 0			
Peninver - - - - G.A. 7	- - -	-	- - -	30 0 0			
Peltallock, Industrial - - 9	- - -	-	- - -	- - -	- - -	21 17 6	
Port Charlotte - - - G.A. 7	- - -	-	- - -	105 0 0	- - -	83 6 8	
Portnahaven - - - F.C. 4	73 15 0	1853	5 3 3	75 12 6	- - -	127 0 0	
Portnahaven, Parliamentary S. 7	- - -	-	2 10 0½	- - -	- - -	85 0 0	
Salen Female Industrial 8	- - -	-	- - -	27 0 0			
Southend - - - - Par. 7	- - -	-	2 15 7¾	- - -	- - -	372 0 0	
Tarbert - - - - G.A. 7	- - -	-	- - -	102 5 0	- - -	226 9 2	
Tobermory, Girls, Industrial	133 0 0	1849					
Tobermory - - - F.C. 5	- - -	-	- - -	35 15 0			
RSHIRE.							
Alloway - - - - G.A.	140 0 0	1848					
Ardrossan - - - - Par. 4	- - -	-	6 19 5½	130 15 0	50 0 0	254 1 8	
" - - - - "	- - -	-	15 10 0a				
Ardrossan - Public Sess. 4	*150 0 0	1838	6 17 6	70 18 4	80 8 4	99 15 0	
Ardrossan, Female Indust. Sch. 4	108 0 0	1850	4 15 0½	63 6 8	- - -	239 11 8	
Ayr - - - - - Epis. 12	- - -	-	2 8 7	56 7 6	- - -	201 11 8	
Ayr - - - - - G.A.	200 0 0	1843					
Ayr, Fish Cross District F.C. 4	- - -	-	- - -	8 15 0			
Ayr, Industrial Ragged School	158 15 0	1853	- - -	- - -	- - -	- - -	147 2 4R
Ayr - - - - - R.C.	- - -	-	3 0 0				
Ballantrae - - - - Par. 5	- - -	-	3 15 1½	82 10 0	- - -	254 16 8	
Ballantrae, Glennap, End. - 5	- - -	-	- - -	110 15 0			
Barrhill - - - - F.C. 4	80 0 0	1851	4 15 0	56 5 0	- - -	100 0 0	
Beith - - - - - G.A. 3	109 0 0	1849	- - -	- - -	- - -	570 10 10	
Beith - - - - F.C. 4	132 0 0	1849	- - -	49 2 6			
Beith, Female, Indust. - G.A. 3	- - -	-	- - -	39 6 8	- - -	154 5 0	
Blair Iron Works - - G.A. 4	- - -	-	- - -	43 15 0	- - -	65 13 4	
Blair Mains - - - Par. 4	- - -	-	- - -	21 10 0	- - -	41 10 0	
Catrine - - - - F.C.	- - -	-	3 0 0				
Crosshills - - - G.A. 5	- - -	-	6 18 5	89 1 8	- - -	147 17 6	
Crosshouse - - - G.A. 5	150 0 0	1849	4 10 0	63 5 0			
Cumnock, New - - F.C. 4	- - -	-	9 8 4½	123 12 6	- - -	231 15 0	
Cumnock, Old - - F.C. 4	- - -	-	10 2 11½	123 12 6	- - -	302 0 0	
Dailly - - - - Par. 2	- - -	-	- - -	44 18 4			
Dalry - - - - Par. 4	66 10 0	1852	3 4 8½	27 15 0	32 3 4	326 10 0	
Dalry, Female Indust. - G.A. 4	- - -	-	- - -	30 3 4	- - -	337 16 8	
Dalry - - - - F.C. 4	- - -	-	- - -	- - -	- - -	29 0 0	
Dalry, Kersland Barony - G.A. 4	138 0 0	1848	12 9 2¾	12 10 0	- - -	431 3 4	
Darvel - - - - F.C.	- - -	-	3 4 0				
Darvel (Lord Hasting's) Sch.	- - -	-	4 1 4½				
Dreghorn (Cross Roads) - G.A. 8	- - -	-	- - -	54 0 0			
Drybridge, Subscription Sch. 5	205 0 0	1857	- - -	23 15 0			
Dundonald, Old Rome - F.C. 4	- - -	-	- - -	3 15 0			
Eglinton, Iron Works Sch. 4	- - -	-	8 4 3½	30 0 0			

a Scientific apparatus.

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		Amount.	Date of Payment.					
AYRSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Fisherton	G.A.	47 10 0	1844					
"	"	20 0 0	1848					
Fullarton 4	F.C. 4	100 0 0	1849	10 13 3½	85 10 0	- -	328 0 0	
"	"	22 13 4	1853					
Fullarton 3	G.A. 3	- - -	-	3 15 0¾	118 10 0	17 10 0	376 13 4	
Galston	Par. 5	- - -	-	10 7 8¾	105 0 0	- -	286 5 0	
Girvan	Par. 5	- - -	-	- - -	- - -	- -	370 16 0	
Girvan	F.C. 4	- - -	-	- - -	65 0 0	- -	52 10 0	
Hurlford and Portland, Iron Works School		497 3 6	1857					
Kilbirnie 4	F.C. 4	203 0 0	1849	- - -	37 0 0	- -	32 10 0	
Kilbride, West	Par. 5	- - -	-	- - -	14 13 4			
Kilbride, West	F.C. 4	- - -	-	2 4 8½	80 5 0	- -	67 0 0	
Kilbride, West, Female Industrial Sch. 5		- - -	-	2 10 0	5 16 8			
Kilkerran (Hill Side) Sch. 5		- - -	-	- - -	6 5 0			
Kilmarnock Academy 5		- - -	-	5 10 8	43 0 0	- -	178 10 0	
Kilmarnock Industrial	F.C. 4	- - -	-	7 10 1	54 13 4	- -	200 15 0	
Kilmarnock 12	Epis. 12	- - -	-	- - -	8 19 2	- -	10 0 0	
Kilmarnock, Reformatory Indust. S. 5		- - -	-	- - -	- - -	- -	- -	164 13 0
Kilmarnock, Town Head District	F.C. 4	140 13 4	1853	15 13 8½	70 0 0	80 0 0	236 10 0	
Kilmaurs	Par. 5	- - -	-	- - -	26 17 6			
Kilwinning	Par. 4	- - -	-	13 15 0¾	66 0 0	101 9 2	146 5 0	
Largs	F.C. 4	- - -	-	5 4 2	145 8 4	- -	344 15 0	
Largs, Brisbane End. Sch. 4		- - -	-	4 16 0¾	188 8 4	- -	331 18 4	
Largs, Female School of Industry 4		103 2 6	1852	2 19 1	64 10 0	- -	151 8 4	
Londoun	Par.	- - -	-	4 8 0				
Monkton	F.C. 4	- - -	-	3 15 0	- - -	- -	197 10 0	
Muirkirk Iron Works Sch. 5		- - -	-	10 0 0	- - -	10 8 4		
Muirkirk	Par. 5	- - -	-	- - -	16 10 0			
Newmilns	F.C. 4	201 0 0	1855	5 0 0	15 0 0			
Newton-on-Ayr	Par. 5	- - -	-	7 4 11	- - -	- -	618 4 2	
Newton-on-Ayr	F.C. 4	180 0 0	1849	8 16 0¼	143 6 8	52 10 0	286 0 0	
Newton-on-Ayr, Missionary	F.C.	- - -	-	3 17 8				
Ochiltree	F.C. 4	100 0 0	1849	4 8 2¾	75 0 0	- -	234 7 6	
Perceton	F.C. 4	- - -	-	1 14 2¾	27 0 0	- -	194 5 0	
Pinwherry	G.A. 5	100 13 8	1857	1 3 4	23 15 0			
Prestwich, Burgh	G.A. 2	- - -	-	- - -	- - -	- -	142 15 0	
Saltcoats, Ryles' Hill	Par.	*150 0 0	1840					
Sorn	Par. 5	- - -	-	8 6 8¾	106 5 0	- -	141 15 0	
Stewarton	F.C. 4	158 0 0	1849	2 4 0¼	24 15 0	- -	233 10 0	
Symington	F.C. 4	- - -	-	- - -	49 7 6			
Tarbolton	G.A. 5	- - -	-	1 0 0	25 0 0	- -	46 10 0	
Troon	G.A. 4	167 10 0	1841	- - -	15 2 6	- -	33 6 8	
Troon	F.C. 4	- - -	-	- - -	11 5 0			
BANFFSHIRE.								
Aberchirder	G.A. 8	- - -	-	- - -	139 18 4	- -	191 1 8	
Banff, Educational Institution		*100 0 0	1836					
Bellie	Par. 8	- - -	-	- - -	89 16 8	- -	130 10 0	
Buckie	F.C. 10	- - -	-	4 0 0¼	142 10 0	22 10 0	114 0 0	
Cullen	Par. 8	- - -	-	- - -	- - -	- -	83 15 10	
Cullen	F.C. 10	- - -	-	2 2 6	35 5 0	- -	50 16 8	
Cullen, Seatown	G.A.	31 17 3¼	1850					
Deskford	F.C. 9	- - -	-	1 0 0¼	93 15 10	- -	81 17 6	
Enzie, Society School	8	- - -	-	- - -	- - -	- -	10 0 0	
Fordyce	F.C. 10	69 0 0	1850	1 5 0¼	54 0 0			
Fordyce, Industrial	G.A. 8	- - -	-	- - -	8 6 8			
Forglen, Female	8	- - -	-	- - -	7 10 0			
Glenrinnes	G.A. 4	- - -	-	- - -	121 0 0	- -	33 15 0	
Grange	Par. 11	- - -	-	- - -	- - -	- -	5 0 0	
Inverkeithney, Downies	F.C. 10	- - -	-	2 13 4¾	48 0 0	- -	55 0 0	
Keith	F.C. 10	- - -	-	- - -	60 0 0	- -	70 5 0	
Linhead, Female	8	- - -	-	- - -	16 5 0	- -	16 5 0	
Macduff	F.C. 10	- - -	-	4 11 5¼	130 0 9	- -	291 0 0	

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	Amount.	Date of Payment.					
BANFFSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Macduff - - - - Par. 8	- - -	-	2 15 8	- - -	- - -	64 13 4	
Marnock, New - - - F.C. 10	- - -	-	6 3 9	180 0 0	- - -	313 5 0	
Pitsair - - - - Par. 8	- - -	-	- - -	26 0 0	12 10 0		
Port Gordon - - - G.A. 8	- - -	-	- - -	25 0 0			
Portnochie - - - G.A.	- - -	-	2 4 9				
Portsoy - - - - Par. 8	180 0 0	1842	- - -	11 13 4			
Protston Hill - - - Par. 11	- - -	-	- - -	88 15 0			
Rathven - - - - Par. 8	- - -	-	- - -	- - -	- - -	52 10 0	
Rothiemay - - - F.C. 10	- - -	-	3 14 0	145 10 0	- - -	115 0 0	
Tomintoul Parliamentary S. 8	- - -	-	- - -	- - -	- - -	31 8 4	
Tomnavoulen-in-Glenlivat G.A. 4	- - -	-	- - -	71 15 0			
BERWICKSHIRE.							
Allanton (Subscription) - G.A.	- - -	-	- - -	15 0 0			
Ayton, Female Sewing School 12	- - -	-	- - -	5 0 0			
Berwick, Girls, Industrial	- - -	-	2 3 6½	- - -			
Birgham, District - - G.A. 11	- - -	-	- - -	34 7 6			
Boston - - - - F.C. 2	- - -	-	3 19 11½	156 0 10	- -	292 13 4	
Dunse - - - - Par. 12	- - -	-	1 15 0½	123 6 8	- -	228 13 4	
Earlstown - - - F.C. 1	- - -	-	5 13 0½	92 2 6	- -	307 13 4	
Eyemouth - - - Par. 12	- - -	-	2 15 9½	199 13 4	30 0 0	272 13 4	
Eyemouth - - - F.C. 2	160 0 0	1848	1 15 7½	132 15 10	- -	111 10 0	
Greenlaw - - - - F.C. 2	74 0 0	1847	4 14 11	148 11 3	- -	311 10 0	
" - - - - "	2 10 0	1848					
" - - - - "	42 0 0	1852					
Houndwood, Grants' House G.A. 12	50 0 0	1843	1 15 6½	39 17 6	- -	21 5 0	
Lander - - - - Par. 12	- - -	-	- - -	154 1 8	- -	369 15 0	
Leitholm - - - - F.C. 2	- - -	-	- - -	53 10 0			
Milne Graden - - - Par.	- - -	-	2 10 0½				
Ninewells - - - G.A. 12	- - -	-	4 0 6	68 15 0	- -	15 0 0	
Paxton Village - - G.A. 11	- - -	-	4 14 2½	31 5 0			
Swinton - - - - F.C. 2	- - -	-	3 14 11½	80 0 0	- -	288 15 0	
BUTESHIRE.							
Cambrae, Isle of - - F.C. 4	- - -	-	- - -	31 10 0	- -	15 0 0	
Port Bannatyne - - F.C. 4	- - -	-	- - -	5 10 0			
Rothesay - - - - G.A.	118 0 0	1842					
Rothesay, East - - F.C. 4	- - -	-	2 4 8½	126 10 0			
Rothesay, West - - F.C.	- - -	-	- - -	15 0 0			
CAITHNESS-SHIRE.							
Achow - - - - F.C.	- - -	-	4 18 6½				
Berriedale - - - G.A. 8	- - -	-	- - -	42 12 6			
Bruan - - - - F.C.	- - -	-	2 3 4½				
Dunn British School - -	- - -	-	2 5 10½				
Dunn - - - - G.A. 8	- - -	-	- - -	85 8 4			
Dunnet - - - - Par.	- - -	-	1 13 4½				
Freswick - - - - G.A. 8	- - -	-	2 0 9	59 15 0			
John o'Groats - - - G.A. 9	- - -	-	2 0 0½	88 10 0	- -	51 13 4	
Lybster - - - - F.C. 5	83 0 0	1853	8 11 8½	- - -	- -	100 2 6	
Newlands - - - - F.C.	- - -	-	4 10 1½				
Olrig, Female - - - - 6	- - -	-	- - -	12 0 0			
Pulteneytown - - - F.C. 6	112 0 0	1850	- - -	29 1 8	- -	293 10 0	
Pulteneytown Academy - - 9	*400 0 0	1839	- - -	- - -	- -	46 18 4	
Thrumster - - - Par. 9	- - -	-	1 17 2½	- - -	- -	181 0 0	
Thurso - - - - F.C. 6	- - -	-	3 10 0½	80 0 0	-	137 10 0	
Toftinghall - - - G.A. 9	- - -	-	- - -	62 10 0			
Watten - - - - F.C. 6	- - -	-	1 14 8½	52 10 0	- -	32 10 0	
Wick - - - - F.C. 6	- - -	-	4 0 3	95 0	- -	346 1 8	

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CLACKMANNANSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alloa Juvenile and Infts. School 5	401 0 0	1848	3 18 4	7 10 0			
Alloa - - - - Epis. 3	- - -	-	5 2 9¾	28 17 6	- -	102 1 8	
Forestmill, Subscription - - 8	- - -	-	- - -	12 0 0			
Menstry, Subscription - - 6	- - -	-	1 7 11	38 15 0			
Tillicoultry - - -	- - -	-	6 6 4½				
Tullibody, Subscription - G.A. 6	- - -	-	- - -	- -	- -	336 0 0	
DUMBARTONSHIRE.							
Alexandria, Academy - G.A.	250 0 0	1853					
Alexandria, Female - - - 6	- - -	-	7 17 4	119 5 0	- -	208 18 4	
Alexandria - - - F.C. 4	120 0 0	1852	2 0 0½	92 0 0	- -	201 0 0	
Bonhill - - - - Par. 6	- - -	-	7 12 6¾	95 5 0	25 0 0	193 0 0	
Bonhill (Mrs. Ewing's) Female Industrial - - - - 4	- - -	-	- - -	16 6 8			
Cardross - - - - Par. 6	- - -	-	3 2 11½	- -	- -	204 8 4	
Cumbernauld - - - Par.	- - -	-	2 8 0	- -			
Dalmonach (Privately Endowed) School - - - 6	- - -	-	6 14 1½	41 13 4	- -	335 3 4	
Dalmuir, Subscription - - 6	- - -	-	- - -	- -	- -	185 15 0	
Dumbarton - - - Epis. 12	- - -	-	- - -	17 10 0			
Dumbarton - - - F.C. 4	112 0 0	1850	5 9 0½	122 5 0	- -	176 0 0	
Dumbarton, Burgh Academy - 6	- - -	-	- - -	52 5 0	- -	209 16 8	
Dumbarton - - - R.C.	- - -	-	2 13 5				
Duntocher - - - Par.	- - -	-	4 5 0				
Faifley - - - - G.A. 6	- - -	-	2 11 3½	17 10 0	- -	153 3 4	
Gairlochhead - - - G.A. 6	- - -	-	- - -	8 15 0			
Helensburgh - - - F.C.	240 0 0	1842	3 12 6½				
Helensburgh, Quoad Sacra G.A. 6	- - -	-	- - -	35 15 0	- -	159 6 8	
Helensburgh, Ragged and Industrial School - - -	- - -	-	2 17 5				
Helensburgh, Trinity - Epis. 12	- - -	-	1 10 0	76 11 8	- -	15 0 0	
Jamestone - - - - F.C. 4	- - -	-	7 15 1½	116 5 0	- -	124 2 8	
Kilpatrick, Old - - Par. 4	- - -	-	3 15 0	- -	- -	105 10 0	
Kirkintilloch (The Oswald and Kirk Session School) - 6	650 0 0	1855	1 11 5	53 10 0	- -	42 6 8	
Kirkintilloch, Kerr Street G.A. 4	- - -	-	3 10 0½	27 15 0	- -	29 0 0	
" - - - - "	- - -	-	*a* 6 13 4				
Luss " - - - - Par. 7	- - -	-	- - -	- -	- -	15 0 0	
Muirland Side - - - G.A. 6	- - -	-	- - -	17 10 0			
Renton, Female - - G.A. 6	- - -	-	2 0 3½	38 16 8	- -	55 8 4	
Renton, Public - - - F.C. 4	- - -	-	7 9 8	59 11 8	- -	363 5 10	
Shandon - - - - F.C. 4	- - -	-	4 12 6	178 5 0	- -	51 13 4	
" - - - - "	- - -	-	- - -	*b* 5 15 0			
Waterside, Subscription School	- - -	-	2 0 0¼				
DUMFRIES-SHIRE.							
Annan - - - - Par. 11	- - -	-	5 2¼	- -	- -	243 0 0	
Annan, Infant Female Industrial School - - - G.A. 11	- - -	-	2 4 4	45 6 8	- -	104 3 4	
Brydekirk - - - G.A.	45 0 0	1842					
Carlaverock - - - Par. 12	- - -	-	14 1 9	- -	- -	315 0 0	
Corrie, Endowed - - - 8	- - -	-	- - -	60 0 0	- -	55 4 2	
Cummertruss - - - Par. 11	- - -	-	2 6 8	5 0 0			
Dumfries, Infants' School -	96 0 0	1840					
Dumfries, St. Andrew's - R.C. 6	- - -	-	4 1 8½	- -	- -	166 16 8	
Dumfries, Industrial Reformatory - - - - 12	- - -	-	3 5 0	- -	- -	- -	248 13 6
Ecclefechan - - - F.C.	- - -	-	0 19 11½				
Ecclefechan, Infant Industrial 12	*50 0 0	1842	1 9 1½	22 10 0	- -	32 10 0	
Gasstown - - - - Par.	45 0 0	1840	1 9 11¾				
Glencairn - - - - F.C. 12	- - -	-	7 4 6¼	54 17 6	- -	253 11 8	
Goodhope - - - - G.A. 11	- - -	-	- - -	104 10 0			
Hightae - - - - F.C. 12	11 0 0	1855	2 6 8½	27 10 0			
Kirkmahoe - - - F.C. 12	- - -	-	3 17 7¾	- -	- -	120 8 4	

a Scientific apparatus. *b* Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
DUMFRIES-SHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirkpatrick Fleming - F.C. 12	- - -	-	- - -	37 10 0			
Langholm - - - F.C. 12	117 0 0	1851	4 0 10	57 0 0	- - -	72 6 8	
" - - - - "	90 0 0	1855					
Langholm - - - - Par.	- - -	-	6 13 4				
Langholm, Infant - - - 12	- - -	-	- - -	- - -	- - -	12 1 8	
Locharbriggs - - - G.A.	50 0 0	1840	1 10 0				
Lochmaben - - - Par. 11	- - -	-	4 14 5½	- - -	- - -	91 13 4	
Lochmaben - - - F.C. 12	15 0 0	1857	1 18 0½	15 0 0			
Lockerbie - - - F.C. 11	- - -	-	2 0 0½	16 0 0			
Ruthwell - - - F.C. 12	- - -	-	2 16 11	6 5 0			
Trohoughton - - - G.A.	90 0 0	1840					
EDINBURGHSHIRE.							
Balerno, Subscription - G.A. 4	100 0 0	1842	- - -	76 10 0			
Barnton, late Lauriston, Female Industrial - - 4	- - -	-	- - -	97 16 8	- - -	104 3 4	
Calder, East, Subscription G.A. 4	- - -	-	2 4 0½	50 0 0			
Calder, West - - - Par. 4	- - -	-	6 11 5½	81 0 0	- - -	71 10 0	
Cockpen - - - - F.C. 2	160 0 0	1850	5 13 3½	124 13 4	10 8 4	199 1 8	
Colinton and Currie - F.C. 1	117 0 0	1849	- - -	- - -	- - -	155 10 0	
Coltbridge (Lord Mackenzie's) - - F.C. 2	103 10 0	1852	3 10 2½	88 0 0	- - -	107 14 2	
Cousland, District - - F.C. 1	150 0 0	1842	3 6 8	63 0 0	- - -	52 10 0	
Cramond - - - - Par. 4	- - -	-	- - -	123 5 0	- - -	90 0 0	
Cramond - - - - F.C. 2	- - -	-	2 4 0	91 2 6	- - -	15 0 0	
Cramond, Davidson's Mains G.A. 4	- - -	-	- - -	77 7 6	- - -	109 10 0	
Cramond, Davidson's Mains F.C.	124 0 0	1847					
Crichton - - - - Par.	- - -	-	3 15 0½				
Dalkeith, Buccleuch School - 4	- - -	-	- - -	18 0 0			
Dalkeith Academy - - F.C. 2	248 0 0	1848	3 13 3½	361 2 6	- - -	324 10 0	
Dalkeith - - - - Sess. 1	- - -	-	- - -	5 0 0			
Dalkeith, St. Mary's Epis. 3	- - -	-	- - -	7 10 0			
Edinburgh, Advocates' Close, High - - - - F.C. 1	- - -	-	2 16 8½	66 8 4			
Edinburgh, Buccleugh - Par.	*750 0 0	1839					
Edinburgh, Canongate, Burgh 4	250 0 0	1854	11 6 3	112 10 0	- - -	461 15 0	
Edinburgh, Canongate - Sess. 4	*350 0 0	1836	6 16 8	15 0 0	- - -	404 10 0	
Edinburgh, Canongate Christian Society's, Male School - 4	- - -	-	1 8 6	58 15 0	- - -	105 0 0	
Edinburgh, Canongate Christian Society's Female School 4	- - -	-	1 3 6	122 0 0	- - -	205 0 0	
Edinburgh, Canon Mills, St. Mary's - - - - F.C. 2	141 15 0	1850	4 6 8½	164 13 4	- - -	215 8 4	
" " " - "	8 10 0	1854					
Edinburgh, Chalmers', Westport, Territorial - - F.C. 2	- - -	-	10 0 0½	19 11 8	- - -	501 16 8	
Edinburgh, Dean Chalmers' F.C. 2	- - -	-	- - -	30 0 0	- - -	74 3 4	
Edinburgh, Dr. A. Thomson's F.C. 2	- - -	-	- - -	339 18 4	80 0 0	1,417 0 0	
Edinburgh, Fountain-bridge Missionary - - - F.C. 2	145 0 0	1850	- - -	153 6 8	- - -	377 10 10	
Edinburgh, New North - F.C. 2	- - -	-	2 19 6	18 17 6	- - -	11 5 0	
Edinburgh, General Assembly of the Established Church of Scotland - - - -	- - -	-	8 11 10½				
Edinburgh, Greenside (Dr. Bell's) - - - - - 4	148 0 0	1848	7 4 2	- - -	- - -	158 0 0	
Edinburgh, High Church Sess. 4	- - -	-	- - -	7 10 0			
Edinburgh, Holyrood - F.C. 2	- - -	-	11 3 1	106 19 2	- - -	508 5 0	
Edinburgh, Holy Trinity Epis.	- - -	-	2 7 4½				
Edinburgh, John Street Indust. 2	- - -	-	- - -	17 0 0	- - -	15 0 0	
Edinburgh, Model - - G.A. 4	- - -	-	- - -	196 17 6	- - -	1,485 10 0	
Edinburgh, Model - - F.C. 1	- - -	-	20 16 8	520 12 6	41 13 4	2,709 12 6	
Edinburgh, New Grey Friars Sess.	254 0 0	1848					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
EDINBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Edinburgh, Niddry Street (Dr. Bell's) - - - G.A. 4	- - -	-	3 18 7½	79 0 0	60 0 0	362 0 0	
Edinburgh, Northern District F.C. 2	605 0 0	1848	- -	268 9 2	- -	1,092 3 4	
Edinburgh, Old Grey Friars, G.A.	*845 0 0	1839					
Edinburgh (Old Town) - Epis.	280 0 0	1848					
Edinburgh Original Ragged School - - - - - - 4	- - -	-	3 10 4	85 10 0	- - -	- -	128 0 0
Edinburgh, Pilrig - - F.C. 2	120 0 0	1846	8 7 5¾	137 10 0	30 0 0	243 10 0	
" " - - "	106 0 0	1857					
Edinburgh, Pleazance Territorial - - - - F.C. 2	131 0 0	1854	6 19 11	37 13 4	- -	142 5 0	
Edinburgh (Roxburgh Street) F.C.	- - -	- -	- -	33 0 0			
Edinburgh, St. Andrew's Hall, Model - - - - Epis. 3	- - -	- -	3 7 0½	108 10 10	- -	284 1 8	
Edinburgh, St. Andrew's R.C. 6	- - -	- -	12 16 3	113 6 8	35 8 4	852 6 8	
Edinburgh, St. Bernard's Sess. 1	23 6 8	1857	5 5 0	9 0 0			
Edinburgh, St. Catherine's R.C. 6	- - -	- -	8 10 5½	61 11 10	- -	589 7 11	
Edinburgh, St. Columbus' Epis. 3	- - -	- -	3 15 8¾	41 13 4	- -	127 10 0	
Edinburgh, St. George's Epis. 3	- - -	- -	- -	26 13 4	- -	66 10 0	
Edinburgh, St. George's Local School - - - - G.A. 4	- - -	- -	6 13 4	28 15 0	- -	416 0 0	
Edinburgh, St. John's Epis. 3	- - -	- -	5 2 6¾	62 17 6	- -	247 15 6	
" Night S.	- - -	- -	- -	- -	- -	19 0 0	
Edinburgh, St. Mary's - Sess. 4	- - -	- -	8 15 6½	135 3 4	- -	329 10 10	
Edinburgh, St. Mary's - R.C. 6	- - -	- -	14 10 6½	120 0 0	- -	1,134 0 0	
Edinburgh, St. Patrick's R.C. 6	- - -	- -	10 14 9¾	30 5 0	- -	548 3 4	
Edinburgh, St. Paul's - F.C. 2	300 0 0	1852	14 8 9¾	95 1 8	- -	593 16 8	
Edinburgh, St. Paul's (Carrubber's Close) - - Epis. 3	- - -	- -	3 9 4	24 0 0	- -	223 10 0	
Edinburgh, St. Stephen's G.A.	*800 0 0	1836					
Edinburgh, Thistle Street (Maclean's) - - G.A. 3	- - -	- -	3 3 10	31 5 0	- -	46 10 0	
Edinburgh, Tolbooth - Par.	*600 0 0	1838					
Edinburgh, Tolbooth - Sess.	- - -	- -	- -	16 10 0			
Edinburgh, Tolbooth, Congregational - - - F.C. 2	- - -	- -	7 2 1½	26 5 0	- -	211 6 8	
Edinburgh, Trinity - Epis. 3	- - -	- -	- -	36 13 4	- -	194 5 0	
Edinburgh, United Industrial School - - - - - - 4	- - -	- -	3 4 11½	118 5 0	- -	360 0 0	333 10 0
Edmonstone, Colliery School G.A. 4	- - -	- -	4 1 8¾	15 7 6			
Edmonstone, Female S. G.A. 4	- - -	- -	3 8 4½	35 15 0	- -	32 10 0	
Fisherrow - - - F.C. 1	- - -	- -	- -	123 15 0	12 10 0	378 18 4	
Fisherrow, Back of - F.C. 2	204 0 0	1850	3 9 4	30 5 0	- -	61 10 0	19 14 2
Fisherrow, English - - - 1	- - -	- -	- -	6 5 0			
Gogar, Female - - - G.A. 3	- - -	- -	- -	20 0 0			
Juniper Green - - - G.A. 4	80 0 0	1842	1 13 4¾	37 15 0	- -	52 10 0	
Kirknewton - - - Par.	- - -	- -	3 11 5				
Lasswade (Whiteshill Colliery) - - - G.A. 4	- - -	- -	- -	151 9 2	- -	108 6 8	
Leith - - - - R.C. 6	- - -	- -	5 0 0	29 7 6	- -	330 10 10	
Leith (Mariner's) - F.C. 2	*490 0 0	1840	- -	183 10 0	- -	779 0 0	
Leith, St. James' - Epis. 3	735 0 0	1857	6 11 6¾	63 5 10	- -	196 17 6	
Leith, St. John's - F.C. 1	*550 0 0	1837	- -	43 15 0	- -	463 18 4	
Leith, South - - - F.C. 2	- - -	- -	- -	140 1 8	14 11 8	374 5 0	
Lenny Moor - - - G.A.	85 0 0	1842					
Loanhead, Subscription - - 4	- - -	- -	3 1 4¾	21 0 0			
Meadowbank, Female Industrial - - - - G.A. 4	- - -	- -	- -	35 15 0			
Morningside - - - F.C. 2	108 15 0	1850	2 9 11½	34 5 0	- -	88 16 8	
Morningside, Original Subscription School - - G.A. 3	- - -	- -	4 9 1	109 4 2	40 10 5	314 0 0	
Musselburgh, Female - G.A. 2	- - -	- -	1 0 2	69 1 8	- -	237 5 0	
Nellfield, Infants - - G.A. 4	- - -	- -	- -	34 15 0	- -	32 10 0	
Newbattle - - - - Par. 4	- - -	- -	- -	- -	- -	105 10 0	

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		Amount.	Date of Payment.					
EDINBURGHSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Newbattle (Collieries)	G.A. 4	- - -	-	- - -	105 0 0	- - -	207 5 0	
Newbiggin	F.C. 2	- - -	-	- - -	124 10 0	- - -	445 11 8	
Newhaven	G.A.	*311 0 0	1839					
Newhaven, Victoria	1	- - -	-	- - -	53 12 6	- - -	15 0 0	
Newhaven, Free Fisherman's Society	2	- - -	-	- - -	15 16 8	- - -	83 0 0	
Newington	F.C. 2	300 0 0	1849	6 17 10	60 0 0	37 10 0	63 0 0	
Penecuick	Par. 4	188 0 0	1847	- - -	43 0 0	- - -	30 0 0	
Penecuick	F.C. 2	- - -	-	3 6 8	47 10 0	- - -	52 10 0	
Portobello	Epis. 3	- - -	-	- - -	6 13 4			
Portobello	F.C. 2	- - -	-	- - -	171 13 4	- - -	75 0 0	
Portobello, Female	1	- - -	-	- - -	3 6 8			
Ratho, Female	G.A. 4	- - -	-	- - -	- - -	- - -	90 0 0	
Ratho, New Subscription	G.A. 4	- - -	-	- - -	55 0 0	- - -	148 0 0	
Ratho and Kirknewton	F.C.	117 0 0	1850					
Roslin	F.C.	- - -	-	3 0 0½	30 0 0			
Roslin	G.A. 4	- - -	-	1 3 11½	- - -	- - -	46 10 0	
Slateford, St. Cuthbert's, Subscription School	2	100 0 0	1840	1 15 3	8 15 0	- - -	29 0 0	
" "	"	15 0 0	1841					
" "	"	70 0 0	1851					
Stobhill	G.A. 4	90 0 0	1853	- - -	22 10 0			
Stobhill, Mission	F.C.	- - -	-	2 0 4				
Temple	F.C. 2	- - -	-	- - -	86 10 8			
Valleyfield, Infant and Indust. School	2	- - -	-	3 6 9½				
Wilkieston	F.C. 3	- - -	-	4 13 10½	120 15 0	- - -	196 1 8	
ELGINSHIRE.								
Archiestown	G.A.	101 0 0	1854					
Bishopmill	G.A. 12	- - -	-	- - -	101 10 0	- - -	17 10 0	
Burghead	F.C.	- - -	-	5 5 2				
Burghead	G.A. 7	- - -	-	- - -	27 10 0			
Duffus	Par.	- - -	-	1 14 2½				
Eichies	Par. 8	- - -	-	- - -	12 10 0			
Elgin, The Trades'	G.A. 7	*120 0 0	1838					
Elgin, Infants	G.A. 12	*150 0 0	1837					
Elgin, Girls	Epis. 9	110 0 0	1856	2 8 6	29 3 4	- - -	19 16 8	
Fochabers (Milnes'), Free	G.A. 7	- - -	-	15 17 1¾	- - -	- - -	641 16 8	
Forres (Frazer's), Female Industrial School	7	70 0 0	1853	- - -	- - -	- - -	29 0 0	
Garmouth	F.C. 11	80 0 0	1851	5 7 0½	33 0 0			
Hopeman	G.A. 12	- - -	-	1 13 4½	94 17 6			
Hopeman	F.C.	- - -	-	3 4 8½				
Lossiemouth	G.A. 7	522 1 6	1856	- - -	37 10 0	- - -	40 5 0	
Lossiemouth	F.C. 10	- - -	-	- - -	22 10 0			
Spynie, New	Par.	- - -	-	1 2 8				
St. Andrew's, Lhanbryd	Par. 7	- - -	-	- - -	- - -	- - -	46 5 0	
Urquhart	Par. 7	- - -	-	- - -	- - -	- - -	15 0 0	
Urquhart	F.C. 10	- - -	-	3 13 3¾	35 2 6	- - -	208 15 0	
FIFESHIRE.								
Aberdour	F.C. 11	- - -	-	4 0 1	39 0 0			
Andrew's, St., Infants	G.A. 6	- - -	-	- - -	77 1 8	- - -	144 10 0	
Andrew's, St. (Fisher's), Mixed	G.A. 6	- - -	-	6 7 0	92 14 2	27 10 0	65 0 0	
Andrew's, St., Madras College	G.A. 6	- - -	-	- - -	- - -	- - -	523 0 0	
Anstruther, Easter	F.C. 11	- - -	-	5 3 4½	- - -	- - -	9 13 4	
Auchtermuchty	F.C. 8	65 0 0	1850	8 15 0½	144 10 0	- - -	195 15 0	
"	"	- - -	-	13 18 8*a*				
Auchtermuchty, Madras	G.A. 6	278 0 0	1857	3 6 8	16 16 8	33 6 8	44 4 2	
Balmerino	Par. 6	- - -	-	2 0 0	- - -	- - -	15 0 0	
Bogie, West	F.C. 6	- - -	-	- - -	10 0 0			

a Scientific apparatus.

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	Amount.	Date of Payment.					
FIFESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brunton, Flisk, and Creich F.C.	80 0 0	1849					
Burnside, Endowed - G.A.	45 10 0	1849					
Burntisland - - - Epis. 3	- - -	-	9 0 4	- - -	- - -	176 12 0	
Burntisland, Burgh School - 5	- - -	-	5 15 6	14 6 8			
Cameron - - - - Par. 6	- - -	-	1 0 0	49 0 0			
Carnbee - - - - F.C. 11	- - -	-	2 1 8	5 0 0	- - -	5 0 0	
Cellardyke - - - G.A.	110 0 0	1840					
Ceres - - - - Par. 6	- - -	-	- - -	107 6 8	30 0 0	380 10 0	
Cluny, Colliery, British Sch. - 6	- - -	-	4 3 4	7 10 0			
Colinsburgh, Subscription G.A.	95 0 0	1845					
Collessie - - - - F.C.	120 0 0	1855					
Collessie, New - - - Par. 6	- - -	-	3 6 8	- - -	- - -	154 1 8	
Cupar (Madras Academy) G.A. 6	- - -	-	37 0 10¾	- - -	- - -	1,063 8 4	
Dairsie - - - - Par.	- - -	-	1 13 4				
Denhead, Subscription - G.A. 6	67 10 0	1852	3 11 1	- - -	- - -	132 10 0	
Dunbog - - - - Par. 6	- - -	-	2 1 8	- - -	- - -	142 10 0	
Dunfermline Abbey - - F.C. 8	400 0 0	1847	- - -	116 17 6	- - -	472 10 0	
Dunfermline, Female Industrial - - - G.A. 5	200 0 0	1842	8 6 8	- - -	- - -	68 0 0	
Dunfermline, Golfdrum (M'Lean's) - - - G.A. 5	367 0 0	1848	12 18 4½	128 15 0	- - -	568 18 4	
Dunfermline, St. Leonard's Works School - - - 5	- - -	-	7 15 1½	41 5 0	25 0 0		
Dunfermline, Trinity - Epis. 3	- - -	-	- - -	21 0 0	- - -	37 10 0	
Dunino - - - - Par. 6	- - -	-	1 16 8	15 0 0			
Dysart, Burgh & Par. School - 6	*330 0 0	1839	- - -	- - -	- - -	222 0 0	
" " " "	140 0 0	1840					
Earlsferry, Infant and Industrial - - - F.C. 10	78 0 0	1854	1 4 2	41 3 4	- - -	36 5 0	
Earlsferry, Subscription Sch. - 2	105 0 0	1855	2 8 8	63 10 0	- - -	55 2 6	
" " "	7 17 8	1857					
Easter Fernie - - - G.A.	88 0 0	1836					
Elie - - - - - G.A. 6	- - -	-	- - -	118 6 8	- - -	32 10 0	
Falkland - - - - Par. 6	- - -	-	12 1 8½	- - -	- - -	454 6 8	
Ferryport-on-Craig, Subscription - - - F.C. 7	65 0 0	1840	11 2 10½	15 0 0	- - -	436 10 10	
" " " - "	10 0 0	1842					
" " " - "	49 0 0	1853					
Flockhouse - - - F.C. 7	- - -	-	1 18 7½	36 0 0	- - -	52 10 0	
Forgan - - - - Par.	- - -	-	2 3 4				
Fruchie, Subscription - G.A. 6	- - -	-	2 12 7	22 18 4			
Gallatown, Subscription - - 11	- - -	-	2 19 11½				
Gilston, New, Subscrip. - G.A. 6	32 10 0	1850	3 11 4½	26 15 0			
Kembach - - - - Par. 6	- - -	-	2 2 8	- - -	- - -	73 0 0	
Kennoway - - - Par. 6	- - -	-	5 4 0¾	53 6 8	- - -	276 0 0	
Kilconquhar - - - Par. 5	- - -	-	4 6 7½	38 15 0	59 7 6	219 11 8	
Kinghorn - - - F.C. 8	- - -	-	- - -	56 13 4			
Kingsbarns - - - Par.	- - -	-	1 13 4				
Kirkcaldy, Burgh School G.A. 6	- - -	-	- - -	- - -	- - -	904 10 0	
Kirkcaldy, Industrial Ragged School - - - - - 10	- - -	-	- - -	- - -	- - -	- - -	282 7 6R
Ladybank, Mixed - - G.A. 5	264 0 0	1855	4 0 0½	46 10 0	21 13 4	60 13 4	
Largo Durham, Charity - G.A. 6	- - -	-	- - -	31 8 4	- - -	32 10 0	
Largoward, Subscription - 12	- - -	-	- - -	79 10 0			
Leslie - - - - G.A. 5	*430 0 0	1838					
Letham, Lady Leven's School	- - -	-	1 0 0				
Letham, Subscription - G.A. 5	- - -	-	4 19 11½	136 12 6	- - -	240 15 0	
" " - -	- - -	-	13 0 0a				
Leuchars - - - Par. 5	- - -	-	- - -	28 13 4	- - -	29 0 0	
Leven - - - - F.C. 8	- - -	-	4 10 4½	117 10 0	- - -	114 16 8	
Lochgelly (Iron Works School) - - - - - 6	274 0 0	1851	8 5 10	207 10 0	95 0 0	171 0 0	
Lundin Mill, Subscription S. - 5	- - -	-	8 9 10	6 5 0			
Markinch - - - F.C. 10	- - -	-	3 13 4	18 15 0	- - -	67 10 0	
Monans, St. - - - G.A. 5	125 0 0	1846	- - -	6 5 0			
Monimail - - - - F.C.	90 0 0	1850					
Newport - - - - F.C. 7	182 0 0	1854	8 6 7½	78 7 6	- - -	339 3 4	
Pathhead and Sinclairtown G.A. 6	293 0 0	1850	13 8 6½	59 8 4	- - -	344 10 0	
" " " - "	10 0 0	1853					

a Scientific apparatus.

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		Amount.	Date of Payment.					
FIFESHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pitlessie	F.C. 7	- - -	-	3 15 7½	123 0 0	- -	137 10 0	
Pittenween	G.A. 5	78 0 0	1844	2 5 6				
Prinlaws School		- - -	-	8 8 0				
Scoonie	Par. 5	- - -	-	7 19 10	55 10 10	- -	274 10 0	
"	"	- - -	-	14 4 0*a*				
Sinclairtown, Hawklemuir, and Parkhead School		- - -	-	2 0 0				
Springfield	F.C. 7	219 0 0	1856	3 0 0½	46 10 0	- -	467 15 0	
Star Subcription School		- - -	-	1 16 3¾				
Strathkinness	F.C. 7	- - -	-	3 10 3½	71 5 0	- -	75 0 0	
Thornton	G.A.	180 0 0	1841	3 9 2				
Torryburn	Par. 8	- - -	-	- -	56 13 4	- -	97 8 4	
Wemyss	Par. 6	- - -	-	2 19 11½	48 0 0	- -	226 10 0	
Wemyss, East	F.C. 8	- - -	-	5 3 4	127 10 0	- -	208 1 8	
FORFARSHIRE.								
Aldbar (Private School)	6	- - -	-	2 17 9½	88 15 0	- -	100 0 0	
Arbroath	Par. 2	240 0 0	1841	8 4 1½	- -	- -	390 18 4	
Arbroath (Educational Society's)	F.C. 7	- - -	-	- -	343 0 0	- -	26 13 4	
Arbroath, Dale Cottage Reformatory		- - -	-	- -	- -	- -	- -	170 19 1*B*
Barry	F.C. 7	70 0 0	1854	2 19 0	74 6 8	- -	52 1 8	
"	"	- - -	-	10 0 0*a*				
Blacklunnans	G.A. 7	- - -	-	- -	68 0 0			
Bonnington	F.C. 7	168 0 0	1856	2 5 0½	55 0 0	- -	32 10 0	
Brechin	F.C. 8	150 0 0	1850	- -	121 13 4	- -	313 2 6	
Brechin	Par. 6	- - -	-	- -	132 4 4	- -	633 11 8	
Brechin, Infant School		*220 0 0	1837					
Brechin, St. Andrew's	Epis. 6	- - -	-	- -	42 17 6	- -	13 15 0	
Broughty Ferry	F.C. 7	186 0 0	1849	3 18 4½	90 0 0	- -	270 16 8	
Broughty Ferry (West Ferry)	Sess. 6	- - -	-	- -	- -	- -	130 10 0	
Burnside of Inshewan	G.A.	90 0 0	1848					
Carnoustie, Female	F.C. 7	250 0 0	1855	7 16 8	112 17 6	- -	231 0 0	
"	"	90 0 0	1857					
Carnoustie, Male	F.C.	120 0 0	1844					
Craigo Works	6	- - -	-	- -	- -	- -	32 10 0	
Cupar Angus	F.C. 7	- - -	-	2 18 2	166 12 6	- -	363 0 0	
"	"	- - -	-	12 0 0*a*				
Dudhope	F.C. 7	- - -	-	3 15 0½	127 17 6	- -	242 10 0	
Dundee, Chalmer's Free Sch.	7	260 0 0	1854	6 13 4½	39 0 0	- -	126 0 0	
Dundee (Chapelshade)	F.C. 8	- - -	-	4 6 8	16 5 0	- -	33 15 0	
Dundee (General)	Sess. 5	*500 0 0	1835	32 9 0½	278 9 2	- -	2,260 3 4	38 16 0
" "	"	*270 0 0	1836					
"	"	*100 0 0	1838					
Dundee (Hill Town)	F.C. 8	400 0 0	1843	7 15 0	187 5 0	- -	322 14 2	
Dundee, Meadowside, Female	Sess.	- - -	-	4 14 6				
Dundee, Park Wynd, Infts.	F.C.	*240 0 0	1837					
Dundee, Rood Yards	Epis. 6	- - -	-	- -	9 3 4			
Dundee (Rosebank)	Sess. 7	100 0 0	1849	6 19 3½	157 10 0	- -	1,017 0 0	13 7 0
"	"	178 0 0	1857					
Dundee, St. Andrew's	G.A. 6	450 0 0	1842	9 2 7½	46 13 4	- -	59 10 0	
Dundee, St. Andrew's	F.C. 7	- - -	-	11 6 8½	165 0 0	- -	594 15 10	
Dundee, St. David's	F.C. 7	550 0 0	1842	10 7 6½	90 0 0	- -	886 10 0	
Dundee, St. John's	Sess. 5	241 0 0	1856	5 0 0	24 3 4	- -	30 0 0	
Dundee, St. John's	F.C. 7	*260 0 0	1837	17 19 4¾	150 16 8	- -	729 1 8	
Dundee, North East District Juvenile and Infant Schools, Crescent Street	F.C.	472 10 0	1840					
Dundee, St. Mary Magdalene's	Epis. 6	- - -	-	- -	- -	- -	131 5 0	
Dundee, St. Paul's, Boys	Epis. 6	- - -	-	5 0 0½	13 15 0	- -	94 15 0	
Dundee, St. Paul's, Girls	Epis. 6	- - -	-	- -	9 3 4	- -	76 0 0	
Dundee, St. Peter's	F.C. 7	- - -	-	16 3 3	248 5 0	2 5 0	873 18 4	2 7 0
Dundee, Wallace Town	F.C. 7	- - -	-	12 5 1½	- -	- -	385 10 0	

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	Amount.	Date of Payment.					
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dundee, Wallace Town, Infants' Industrial - - F.C. 7	- - -	-	- - -	85 5 0	- - -	383 10 0	
Dunnichen - - - F.C. 8	134 16 0	1854	2 6 8	17 10 0	- - -	31 9 2	
Dunnichen - - - Par. 6	- - -	-	6 9 2¾	111 5 0	- - -	134 1 8	
Ferryden, Infants - - G.A.	*75 0 0	1840					
Ferryden, Fishermen's Sch. G.A.	80 0 0	1843					
Forfar, East Town End Free School - - - 8	200 0 0	1846	- - -	55 10 0	- - -	400 0 0	
Forfar, North-End School - 5	357 0 0	1856	3 19 6¾	20 0 0	- - -	82 5 6	
Forfar, West Town End Free S. 8	121 0 0	1846	- - -	4 10 0	- - -	23 10 0	
Friockheim - - - G.A. 6	*70 0 0	1839	- - -	- - -	- - -	91 10 0	
Friockheim - - - F.C. 6	- - -	-	1 9 11¼	45 0 0	- - -	183 15 0	
Glenisla - - - F.C.	- - -	-	1 8 8				
Greenfield, Industrial - F.C. 8	- - -	-	- - -	- - -	- - -	15 0 0	
Inverbrothock - - - G.A. 6	300 0 0	1843	- - -	- - -	- - -	519 3 4	
Inverbrothock - - - F.C. 7	- - -	-	3 0 0	120 0 0	- - -	544 0 0	
Inverkeilor - - - Parl. 6	- - -	-	6 12 0*a*	13 15 0	- - -	63 0 0	
Kettins - - - G.A. 6	- - -	-	1 13 2¾	36 0 0	- - -	52 10 0	
Kirkbuddo - - - F.C.	100 0 0	1855	1 16 8				
Kirriemuir - - - Epis. 3	- - -	-	- - -	32 0 0	- - -	146 10 10	
Kirriemuir, Webster's Seminary - - - - 5	- - -	-	- - -	15 0 0	- - -	55 0 0	
Ladyloan - - - - F.C. 8	- - -	-	9 9 11½	138 10 10	- - -	456 17 6	
Letham, Feuars School - - 6	- - -	-	5 4 2	- - -	- - -	130 10 0	
Liff - - - - F.C.	132 0 0	1848	3 0 0				
Loanhead - - - Sess. 6	335 0 0	1857	- - -	51 19 2			
Lochee - - - G.A. 6	*130 0 0	1838	- - -	105 17 6	- - -	328 13 4	
Lochlee - - - - Epis. 6	- - -	-	1 6 8½	28 15 0			
Lunanhead - - - G.A.	48 9 10	1843					
Mains - - - - Par. 5	- - -	-	- - -	161 0 0	- - -	15 0 0	
Monifieth - - - - Par. 6	- - -	-	3 0 0	- - -	- - -	163 0 0	
Monikie, Female - - F.C. 7	- - -	-	2 1 8½	41 8 4	- - -	52 10 0	
Montrose, Castle Street - F.C.	207 0 0	1848	10 12 0¾				
Montrose, Dorward's Seminary, Lower Sch. - F.C. 6	- - -	-	- - -	- - -	- - -	241 10 0	
Montrose, Dorward's Seminary, Upper Sch. - F.C. 7	- - -	-	4 7 9½	51 10 0	- - -	600 0 0	
Montrose - - - - Epis. 6	- - -	-	- - -	29 13 4	- - -	315 18 4	
Montrose, Hill Side - - F.C. 10	169 0 0	1857	3 6 8¾	14 0 0	- - -	3 15 0	
Montrose, St. John's - Sess. 6	382 0 0	1842	- - -	51 10 0	- - -	467 10 0	
Montrose, St. John's - F.C. 7	*200 0 0	1838	6 5 0½	151 0 0	- - -	914 5 0	
" " - - "	126 0 0	1842					
Montrose, St. Mary's - Epis.	- - -	-	2 3 7½				
Montrose, White's - - G.A. 5	- - -	-	6 5 5¾	27 10 0	- - -	275 10 0	
Muirland - - - - G.A.	*60 0 0	1839					
Pitkennedy - - - G.A.	68 0 0	1848					
Tealing - - - - F.C. 8	75 10 0	1850	1 13 4	10 0 0	- - -	1 5 0	
HADDINGTONSHIRE.							
Barns, East Side - - G.A. 4	- - -	-	2 18 4	37 10 0			
Dunbar, Belhaven - - F.C. 2	64 0 0	1853	- - -	179 3 4	- - -	140 10 0	
Dunbar, Burgh - - - 4	- - -	-	- - -	90 0 0	33 6 8	73 15 0	
Haddington, Industrial - - 2	- - -	-	2 8 3½	85 3 4	- - -	76 0 0	
Ormiston - - - - F.C. 2	- - -	-	3 5 0½	59 2 6	- - -	100 0 0	
Pencaitland - - - Par. 4	- - -	-	2 0 0½	31 9 2	14 11 8		
Pencaitland (Newton) - G.A. 4	- - -	-	- - -	25 10 0			
Prestonkirk, Female - Sess. 4	- - -	-	2 0 0½	17 10 0	- - -	15 0 0	
Prestonkirk - - - F.C. 2	100 0 0	1849	6 13 3½	103 5 10	- - -	124 10 0	
" " - - - "	- - -	-	11 15 4*a*				
Prestonpans - - - F.C. 2	104 0 0	1852	2 10 0	69 8 4	- - -	262 0 0	
Samuelston - - - G.A. 4	- - -	-	- - -	27 3 4			
Tranent - - - - Par. 4	- - -	-	- - -	- - -	- - -	130 10 0	
Tranent - - - - F.C. 1	72 10 0	1849	3 15 0½	76 13 4	- - -	269 8 4	
Tranent, New Winton - G.A. 4	- - -	-	- - -	7 10 0			
Yester - - - - F.C. 2	- - -	-	2 7 6	42 5 0	- - -	32 10 0	

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INVERNESS-SHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aigas, Subscription School - 8	- - -	-	1 6 8	115 13 4	- -	1 5 0	
Aodunban and Flashadder G.A.	180 0 0	1856					
Ardersier - - - - F.C. 6	- - -	- -	3 16 8½	36 5 0	- -	197 13 4	
Arnisdale - - - - G.A. 8	- - -	- -	1 6 8	33 0 0			
Balevanick, South (Uist) G.A. 6	- - -	- -	- -	32 10 0			
Beauly - - - - R.C. 6	- - -	- -	1 0 0	27 10 0			
Bernisdale - - - F.C.	- - -	- -	3 6 8				
Boleskine - - - - Par. 10	- - -	- -	1 7 5½	- - -	- -	63 0 0	
Bunroy - - - - G.A. 8	- - -	- -	- - -	- - -	- -	137 0 0	
Camiscross - - - G.A. 8	- - -	- -	- - -	51 19 2	- -	53 6 8	
Cannick Bridge - - G.A. 8	- - -	- -	- - -	51 0 0			
Carbost - - - - G.A.	125 0 0	1844					
Colbost - - - - G.A. 8	85 10 0	1853	2 16 8½	47 0 0	- -	16 5 0	
Culloden - - - - F.C. 6	- - -	- -	- - -	133 15 0	- -	201 0 0	
Daviot - - - - F.C. 6	85 0 0	1849	3 1 8	142 0 0	- -	201 12 6	
Dockgarroch - - - G.A. 8	- - -	- -	- - -	- - -	- -	82 18 4	
Duirinish - - - - Par. 8	- - -	- -	2 4 2½	33 0 0	- -	33 15 0	
Farraline Park (Bell's) 8	- - -	- -	- - -	- - -	- -	572 16 8	
Fort Augustus - - G.A. 8	- - -	- -	- - -	90 5 0	- -	33 15 0	
Fortwilliam - - - F.C. 6	- - -	- -	3 6 8½	97 10 0	- -	261 10 0	
Glengary - - - - G.A. 8	- - -	- -	1 10 6	53 15 0	- -	53 6 8	
Grantown, Grammar School - 8	- - -	- -	- - -	120 16 8	- -	223 3 4	
Inverness - - - - G.A.	*125 0 0	1837					
,, - - - - ,,	87 0 0	1840					
Inverness, Model School - F.C. 6	626 0 0	1849	20 3 0	439 12 6	- -	1,166 10 0	
,, ,, - ,,	23 7 8	1853					
Inverness, The Bishop's Epis. 9	530 0 0	1857	2 5 3½	40 0 0	- -	88 0 0	
Inverness, Tanner's Lane Reformatory S. - - - 8	- - -	- -	- - -	- - -	- -	- -	69 0 0R
Kilmalie - - - - Par. 8	- - -	- -	- - -	152 18 4	- -	109 3 4	
Kilmorack - - - Par. 8	- - -	- -	2 10 0	- - -	- -	205 0 0	
Kirkhill - - - - F.C. 6	- - -	- -	5 12 10	133 15 0	- -	149 0 0	
Kirkhill - - - - Par. 8	- - -	- -	- - -	- - -	- -	103 13 4	
Kyleakin - - - - G.A. 8	- - -	- -	- - -	46 15 0			
Moy - - - - - F.C.	75 12 0	1850					
Mussady, Female - - F.C.	- - -	- -	0 13 4¾				
Snizort - - - - F.C. 6	133 0 0	1850					
Stratherrick - - - F.C. 6	60 0 0	1848	3 1 0½	57 15 0	- -	146 9 2	
Strathnairn - - - Epis. 9	- - -	- -	2 5 10½	57 0 0	- -	52 10 0	
KINCARDINESHIRE.							
Banchory Tarnan - - F.C. 11	- - -	- -	- - -	15 0 0			
Benholme - - - - F.C. 7	- - -	- -	- - -	121 10 0	- -	83 0 0	
Brachmont - - - F.C. 10	- - -	- -	1 0 8	13 6 8			
Catterline, St. Philip's - Epis. 6	- - -	- -	5 1 8½	55 5 0	- -	75 0 0	
Cyrus, Saint - - - F.C. 9	- - -	- -	5 14 2½	42 15 0	- -	98 15 0	
Cyrus, Saint - - - Par. 7	- - -	- -	3 6 8¾	103 10 0	- -	111 11 8	
Cyrus, St., Porteus, Female G.A. 7	- - -	- -	1 6 8½	18 13 4	- -	50 16 8	
Cyrus, St. (Straton's Endowed) - - - G.A. 7	- - -	- -	1 13 2½	50 0 0	- -	88 15 0	
Drumlithie - - - Epis. 6	- - -	- -	1 10 0	10 0 0	- -	41 17 6	
Dunottar - - - - Par. 7	- - -	- -	2 1 2	27 10 0	- -	142 5 0	
Fettercairn - - - F.C. 7	59 0 0	1851	3 2 4½	60 0 0	- -	29 0 0	
Fettercairn - - - Par. 8	- - -	- -	2 10 0	106 18 4	- -	130 16 8	
Fordoun - - - - F.C. 9	- - -	- -	7 5 5½	69 3 4	- -	257 6 8	
John's Haven, Female G.A. 7	- - -	- -	1 9 0½	- - -	- -	52 10 0	
Laurencekirk, Congregational - - - F.C. 7	- - -	- -	3 6 8½	121 10 0	- -	99 0 0	
Laurencekirk - - Epis. 6	- - -	- -	2 8 7½	10 1 8	- -	32 10 0	
Laurencekirk - - - Par. 7	- - -	- -	7 13 4¼	49 10 0	- -	124 10 0	
Marykirk - - - - Par. 7	- - -	- -	2 1 11¼	- - -	- -	45 16 8	
Newtonhill - - - Epis. 6	- - -	- -	- - -	10 0 0			
Stonehaven - - - F.C. 9	- - -	- -	- - -	69 6 8	- -	54 3 4	
Stonehaven, St. James' - Epis.	- - -	- -	1 7 0				
Stranathra - - - Epis.	- - -	- -	1 9 3½				
Tannachie - - Dist. S.	- - -	- -	1 2 0				
Tipperty - - - F.C.	- - -	- -	2 19 11½				
Waterlair - - - F.C. 11	- - -	- -	3 6 4½	23 15 0			

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	Amount.	Date of Payment.					
KINROSS-SHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Fossoway - - - F.C. 10	80 0 0	1855	- - -	12 10 0	3 15 0		
Fossoway - - - Par. 3	- - -	- - -	- - -	32 10 0			
Kinross - - - F.C. 8	115 0 0	1849	3 5 10	161 10 0	- -	254 1 8	
Maryburgh - - - G.A. 5	- - -	- - -	2 6 8½	38 6 8	- -	31 13 4	
Orwell - - - Par. 5	- - -	- - -	- - -	- - -	- -	109 10 0	
Portmoak - - - F.C. 8	- - -	- - -	2 1 9½	63 5 0	- -	100 0 0	
KIRKCUDBRIGHTSHIRE.							
Auchencairn - - - F.C. 12	75 0 0	1850	1 10 8½	34 0 0			
Balmaghie - - - F.C. 12	78 0 0	1849	2 1 4½	91 5 0			
Balmaghie (Laurieston) Par. 11	- - -	- - -	- - -	- - -	- -	20 0 0	
Bridge of Dee - - - G.A. 12	- - -	- - -	- - -	- - -	- -	75 0 0	
Castle Douglas - - - F.C. 12	120 0 0	1853	3 16 10	45 0 0	- -	296 3 4	
" - - - "	80 0 0	1856					
Castle Douglas - - - G.A. 12	- - -	- - -	- - -	85 5 0	- -	314 0 0	
Cossack, Female Industrial S. 12	- - -	- - -	- - -	16 5 0			
Creetown - - - - G.A.	42 10 0	1846					
Dalbeattie - - - F.C. 12	140 0 0	1854	5 1 8	- - -	- -	124 10 0	
Dalbeattie - - - Par. 12	55 0 0	1854	8 6 2½	148 6 8	- -	362 16 8	
Dundrennan Abbey - - F.C. 12	128 0 0	1849	1 13 4	147 0 0	- -	100 0 0	
Irongray - - - - F.C.	- - -	- - -	0 18 10				
Kirkpatrick, Durham - Par.	- - -	- - -	3 12 7½				
Kirkcudbright, Old Church G.A. 12	- - -	- - -	- - -	9 3 4	- -	44 16 8	
Kirkcudbright, Town-end Sess. 12	- - -	- - -	- - -	72 10 0	- -	144 5 0	
Kirkdale - - - - G.A.	53 0 0	1847					
Kirkgunzeon - - - Par.	- - -	- - -	2 16 5				
Kirkmabreck - - - G.A. 11	- - -	- - -	- - -	8 19 2	- -	9 13 4	
Laggan Branch Parish Sch. -	221 0 0	1857					
Maxwelltown, Burgh Sch. - 11	139 0 0	1850	5 0 0½	- - -	- -	97 1 8	
Maxwelltown - - - F.C. 12	105 0 0	1849	10 10 7½	60 5 0	- -	246 15 0	
" - - - "	28 12 6	1857					
Path (Lady Heron Maxwell's) - - - - G.A. 11	- - -	- - -	- - -	24 6 8	- -	20 0 0	
Rhonehouse by Kelton - Par. 11	- - -	- - -	- - -	- - -	- -	171 0 0	
Terregles - - - - Par. 12	- - -	- - -	- - -	- - -	- -	98 6 8	
LANARKSHIRE.							
Abington, (Sir H. Colebrooke's) Sch. - - - 3	- - -	- - -	- - -	49 15 0			
Airdrie, East, Parish (Rawyard's) - - - G.A.	*150 0 0	1839					
Airdrie, West - - - F.C. 4	212 0 0	1848	- - -	238 7 6	- -	484 13 4	
" " - - - "	17 10 0	1850					
" - - - - "	143 0 0	1856					
Airdrie, St. John's - Epis. 12	- - -	- - -	- - -	- - -	- -	59 10 0	
Airdrie, St. Margaret's - R.C. 6	- - -	- - -	4 19 11¼	37 18 4	- -	284 15 0	
Arden, Subscription Sch. - 3	- - -	- - -	- - -	5 0 0			
Avondale - - - - Par. 3	*250 0 0	1840	- - -	51 5 0	- -	146 0 0	
Biggar - - - - G.A.	75 0 0	1843					
Bishopbridge - - - G.A. 1	- - -	- - -	- - -	13 15 0			
Blackquarry - - - F.C. 4	- - -	- - -	- - -	- - -	- -	165 5 0	
Blantyre Works School - - 3	- - -	- - -	5 6 8	116 18 4			
Bluevale - - - - Sess. 2	250 0 0	1855	5 0 0	43 8 4	- -	32 10 0	
Bothwell - - - Par. 2	*60 0 0	1839	- - -	51 13 4	- -	195 0 0	
Bothwell - - - F.C. 3	- - -	- - -	8 1 0½	199 6 8	- -	407 6 8	
Brachead - - - - G.A.	74 0 0	1845					
Bridgeton, Juvenile and Infants - - - - Par. 2	*600 0 0	1838	- - -	- - -	- -	59 10 0	
Bridgeton - - - - F.C. 3	220 0 0	1851	8 7 7½	40 0 0	- -	267 10 0	
Bridgeton (Reid Street) Association School - -	*375 0 0	1839					
Broomgate - - - G.A.	*225 0 0	1839					
Carnbroe - - - - G.A.	380 0 0	1842					
Carnwath - - - - Par. 3	- - -	- - -	1 19 11½				

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LANARKSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
Chapel - - - -	G.A.	- - -	-	2 0 0				
Chapelton, Subscription	Sch.	- - -	-	1 7 9 11¼				
Chryston - - - -	G.A.	*70 0 0	1839.					
Chryston - - - -	F.C.	178 0 0	1854					
Coatbridge - - - -	F.C. 2	177 15 0	1849	2 10 0½	46 10 0	- - -	15 0 0	
Coatbridge - - -	Epis.	- - -	-	1 7 6½				
Coatbridge, Dundyvan Works School - - - - -	2	- - -	-	10 16 8¾	82 0 0	50 0 0	96 10 0	
Coatbridge, St. Patrick's	R.C. 6	- - -	-	10 4 11	43 12 6	- -	172 18 4	
Covington - - - -	Par. 2	- - -	-	- -	13 6 8			
Crossford, Subscription	Sch. 3	- - -	-	- -	8 15 0			
Crosshills, Branch - -	Par. 2	- - -	-	2 4 9½	77 0 10	- -	66 10 0	
Dalziel - - - -	Par. 3	- - -	-	- -	58 10 0	- -	15 0 0	
Gartsherrie, St. Mary's -	G.A. 2	*a*650 0 0	1844	- -	106 3 4			
Gartsherrie, St. George's	G.A. 2	- - -	-	4 10 0	33 15 0			
Gartsherrie, St. James' -	G.A. 2	- - -	-	4 16 8¾	150 13 4	20 0 0	472 15 10	
Gartsherrie, Fourth -	G.A. 2	- - -	-	1 0 0	98 3 4			
Glasford - - - -	Par. 3	- - -	-	2 12 10	- -	- -	63 0 0	
Glasgow (Anderston), St. Mark's - - -	Burgh 2	*850 0 0	1836	7 12 4¾	57 0 0	- -	124 10 0	
Glasgow (Anderston), St. Matthew's, William Street - - - -	Sess. 1	400 0 0	1845	6 7 7¾	142 15 0	53 6 8	985 13 4	
" - - -	"	90 0 0	1854					
Glasgow, Blackfriars (College Parish) - - - -	G.A. 1	400 0 0	1856	3 16 1½	35 15 0	- -	44 0 0	
Glasgow, Broomhill Street	Sess. 3	- - -	-	3 15 0½	23 0 0	- -	15 0 0	
Glasgow, (Brownfield), St. George's - - -	Sess.	*700 0 0	1839					
Glasgow (Brownfield), Female Industrial - - - -	2	- - -	-	7 11 11	185 12 6	- -	355 15 0	
Glasgow (Calton), St. Luke's	Sess.	*395 0 0	1838					
Glasgow (Calton), St. Mary's R.C. - - - -	R.C. 6	- - -	-	7 1 8	13 15 0	- -	802 10 0	
" Night Sch.	R.C.	- - -	-	- -	- -	- -	20 0 0	
Glasgow, Chalmers' Street	Sess. 3	*760 0 0	1840	- -	- -	25 0 0	458 10 0	
Glasgow, Christ's Church (Mile End) - - - -	Epis. 12	*425 0 0	1838	1 13 8½	26 5 0	- -	6 5 0	
Glasgow, Cowcadden, Infants	G.A.	*150 0 0	1835					
Glasgow, East (Milton Street)	F.C. 4	- - -	-	- -	30 5 0			
Glasgow, Finnieston Mission	F.C. 3	250 0 0	1854	2 3 8	10 0 0	- -	232 10 0	
Glasgow (Highland Society's School) - - -	3	- - -	-	5 12 6½	38 15 0	- -	124 15 0	
Glasgow Industrial and Reformatory School, Duke St.	3	- - -	-	7 10 10½	- -	- -	- -	4,332 19 10R
Glasgow, Milton - -	Par. 2	400 0 0	1841	4 11 11	53 1 8	20 16 8		
Glasgow, Milton, Industrial	G.A. 2	- - -	-	- -	35 16 8			
Glasgow, Murdock's, Boys' Industrial - - - -	G.A.	450 0 0	1851	- -	- -	- -	- -	3 0 0
Glasgow, Old Wynd -	F.C. 3	350 0 0	1848	9 1 8	92 5 0	- -	46 10 0	
Glasgow, Practising -	G.A. 2	*1,000 0 0	1838	19 16 3	71 1 8	- -	501 10 0	
" - - -	"	1,000 0 0	1840					
Glasgow, Practising -	F.C. 4	- - -	-	52 10 0½	311 0 10	- -	3,494 0 0	
Glasgow, Reformatory School, (6, Rotton Row Street) -	3	- - -	-	15 0 10¾	- -	- -	- -	470 0 0R
Glasgow (Renfield St.), United Presbyterian Church Mission School - - - - -	2	- - -	-	- -	9 12 6	- -	20 8 4	
Glasgow, St. Alphonsus' -	R.C. 6	- - -	-	- -	- -	- -	- -	
Glasgow, St. Andrew's Parish and Madras - -	G.A.	572 5 0	1850					
Glasgow, St. Andrew's -	R.C. 6	- - -	-	25 14 10½	6 5 0	- -	145 16 8	
Glasgow, St. David's -	Par. 2	- - -	-	- -	87 15 10	- -	315 18 4	

a This grant was made towards the erection of this and the three following schools.

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LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Glasgow, St. Enoch's - Sess. 1	*750 5 0	1835	24 0 10	7 10 0	12 10 0	778 12 6	
Glasgow, St. Enoch's, Female Industrial - - - Sess. 1	- - -	-	1 7 10	22 1 8	- -	29 0 0	
Glasgow, St. George's - Sess.	*600 0 0	1836					
Glasgow, St. George's (Kelvin Street) - - - - F.C. 4	300 0 0	1853	14 14 9½	143 16 8	99 11 8	372 1 8	
Glasgow, St. George's (Renfield Street) - - - - F.C. 3	- - -	-	18 5 0	234 15 0	20 0 0	1,078 15 0	
Glasgow, St. James' - Sess. 7	*150 0 0	1837	10 15 8				
Glasgow, St. John's (David St., Gallowgate) - - G.A.	742 0 0	1857	5 16 8½				
Glasgow, St. John's (Young Street) - - - - G.A. 2	490 0 0	1850	-	38 15 0	- -	124 10 0	
" " - Night S.	- - -	-	- -	- -	- -	10 0 0	
Glasgow, St. John's, Fem. Sess. 2	- - -	-	- -	- -	- -	62 5 0	
Glasgow, St. John's - F.C. 4	- - -	-	24 11 7¾	77 5 0	- -	306 10 0	
Glasgow, St. John's (Hill Street Industrial) - F.C. 3	- - -	-	2 5 10	6 8 4	- -	16 18 4	
Glasgow, St. Joseph's - R.C. 6	- - -	-	- -	- -	- -	66 1 8	
Glasgow, St. Jude's - Epis. 12	- - -	-	6 3 11¾	41 5 0	- -	63 0 0	
Glasgow, St. Matthew's (Bishop Street) - - Sess. 1	- - -	-	10 9 4½	38 16 8	- -	12 18 4	
Glasgow, St. Matthew's, Industrial - - - F.C. 4	400 0 0	1848	8 9 10	145 4 2	- -	380 3 4	
Glasgow, St. Mungoe's - G.A.	373 0 0	1843					
Glasgow, St. Mungoe's, Boys R.C. 6	- - -	-	- -	- -	- -	71 5 0	
Glasgow, St. Mungoe's, Girls R.C. 6	- - -	-	11 12 8	- -	- -	346 2 6	
" " (Night School) - - - R.C.	- - -	-	- -	- -	- -	20 0 0	
Glasgow, St. Paul's, Indust. Par. 2	*660 0 0	1837	- -	86 0 0	- -	30 0 0	
Glasgow, St. Peter's - Sess. 1	- - -	-	1 12 0	41 5 0	20 16 0	52 10 0	
Glasgow, St. Peter's, Mixed and Female - - - F.C. 4	- - -	-	16 5 0½	151 17 6	132 10 0	849 6 8	
Glasgow, St. Rollox - G.A. 4	- - -	-	7 10 0	66 0 0			
Glasgow, The Bishops - Epis. 12	- - -	-	10 0 4	78 5 0	- -	304 6 8	
Glasgow, Tron Parish - Sess. 1	- - -	-	4 6 10	15 2 6			
Glasgow, Tron - - - F.C. 3	- - -	-	3 12 6	54 2 6	- -	102 4 2	
Glengivel - - - G.A.	100 0 0	1841					
Gorbals East, Territorial F.C. 4	- - -	-	13 11 7¼	61 16 8	55 0 0	124 13 4	
Gorbals, Local Mission - G.A.	200 0 0	1847					
Gorbals, Free Mission - F.C. 4	- - -	-	- -	27 0 0	- -	29 0 0	
Gorbals, St. John's, Male R.C. 6	- - -	-	- -	28 15 0	- -	109 0 0	
Gorbals, St. John's, Female R.C. 6	- - -	-	7 1 8¾	- -	- -	156 13 4	
" " Night S.	- - -	-	- -	- -	- -	10 0 0	
Gorbals, Youths - - Par. 1	*600 0 0	1836	23 8 10½	14 1 8	- -	671 0 0	
Govan - - - - F.C. 4	- - -	-	6 5 4	11 5 0	- -	176 10 0	
Govan, Juvenile and Infts. G.A.	*350 0 0	1838					
Greengares - - - G.A.	75 0 0	1840					
Hamilton, Orphan and Charity School - - - 3	150 0 0	1852	- -	10 0 0			
Hamilton, St. John's - F.C. 3	*600 0 3	1838	16 19 4¼	177 10 0	25 0 0	660 5 0	
" " "	- - -	-	24 10 0*a*				
Hamilton, United Presbyterian	- - -	-	2 13 0				
Jerviston - - - G.A. 3	- - -	-	- -	25 0 0	- -	19 11 8	
Kelvinhaugh - - - Sess. 1	466 0 0	1855	5 0 0½	56 13 4			
Kilbride, East - - - Par. 3	- - -	-	6 17 1¾	122 7 6	- -	345 6 8	
Kingston Govan - - G.A.	200 0 0	1842					
Lambhill - - - - Sess. 5	- - -	-	- -	5 0 0			
Lanark, Burgh S. - - - 3	*250 0 0	1840	6 6 4½	104 12 6	- -	120 2 6	
Lanark, St. Leonard's, Subs. S. 3	- - -	-	4 14 10¾	31 11 8	- -	75 1 8	
Leadhills - - - G.A. 3	- - -	-	- -	93 15 0	- -	124 13 4	
Lesmahagow - - - F.C.	- - -	-	- -	15 0 0			
Maryhill - - - - G.A.	180 0 0	1851					
Maryhill - - - - F.C. 4	246 0 0	1850	3 1 11½	78 7 6	- -	116 0 0	
" - - - - "	- - -	-	*a*6 13 4				
Maxwelltown, Endowed - Par. 2	150 0 0	1841	6 7 10	111 5 0	- -	329 18 4	
Monklands, New Female - Par.	- - -	-	2 14 2½				
Monklands, Old - - Par. 1	- - -	-	2 14 2½	- -	- -	227 10 0	

a Scientific apparatus.

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		Amount.	Date of Payment.					
LANARKSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Partick, Industrial	F.C. 3	173 0 0	1850	8 0 0	107 10 0	- -	46 10 0	
Riggend	G.A.	60 0 0	1840	- - -	28 6 8			
Roberton, Female School	3	- - -	-	- - -	- - -			
Rutherglen	F.C. 3	201 10 0	1850	14 0 0½	199 6 8	103 15 0	482 0 0	
Shotts	F.C. 4	- - -	-	2 2 0½	- - -	- -	60 0 0	
Springburn	R.C.	- - -	-	2 0 0				
Springburn, Murdock's School	3	- - -	-	- - -	72 16 8	22 18 4		
Stonehouse	F.C. ¼	- - -	-	3 7 9¼	27 15 0	- -	130 0 0	
Stonehouse	Par. 3	- - -	-	3 6 8	- - -	- -	32 10 0	
Strathaven	F.C. ¼	349 10 0	1857	2 13 4	17 17 6			
Uddingstone	G.A.	155 0 0	1845					
Wellpark	F.C. 4	- - -	-	- - -	32 0 10			
Wishaw Public School		552 0 0	1857					
Woodside	F.C. 4	280 0 0	1843	5 13 4	86 2 6	- -	126 16 8	
Woodside, South	F.C.	- - -	-	4 0 0				
Woodside, North, St. George's Road S.	2	- - -	-	4 3 4	8 19 2			
Woodside, North, Female S.	3	- - -	2 15 0¼	- - -	6 13 4			
LINLITHGOWSHIRE.								
Abercorn	F.C. 2	- - -	-	2 12 6	3 15 0	- -	104 3 4	
Armadale	G.A.	*34 0 0	1839					
Bathgate	Par. 4	- - -	-	5 0 0	- - -	- -	153 10 0	
Bo'ness, Infant	G.A. 4	- - -	-	- - -	25 0 0	- -	15 0 0	
Binnie	G.A. 4	- - -	-	- - -	21 5 0			
Carriden	G.A. 4	- - -	-	4 13 0½	56 0 0	- -	200 0 0	2 12 6
Grangepans, Subscription	G.A. 4	- - -	-	5 14 5	140 5 0	- -	567 15 0	
Kirkliston	F.C. 2	- - -	-	1 11 9	23 15 0	- -	146 0 0	
Linlithgow	F.C. 3	127 0 0	1849	7 12 10½	105 0 0	- -	320 16 8	
Queensferry, South Burgh	4	- - -	-	- - -	48 7 6	- -	15 0 0	
Torphichen	F.C.	75 0 0	1849	3 2 0				
"	"	75 0 0	1856					
Torphichen	Par. 4	- - -	-	3 14 10½	16 10 0	- -	171 0 0	
Whitedalehead, Wilson's Endowed School	4	- - -	-	- - -	- - -	- -	68 0 0	
Winchburgh	G.A. 4	- - -	-	- - -	67 10 0	- -	15 0 0	
NAIRNSHIRE.								
Auldearn, Innes, Infants	F.C. 10	145 0 0	1842	3 13 3	76 6 8	- -	18 15 0	
Cawdor	F.C. 10	40 0 0	1849					
"	"	25 0 0	1851					
Cawdor	Par. 7	30 0 0	1841	1 16 0½	70 0 0			
Nairn	F.C. 10	150 0 0	1850	7 5 0½	106 11 8	- -	222 10 0	
Nairn	G.A. 1	*100 0 0	1837	- - -	86 10 0	- -	52 19 0	
Nairn	Epis. 9	- - -	-	1 10 2½	- - -	- -	15 0 0	
ORKNEY AND SHETLAND.								
Bressay	G.A.	- - -	-	- - -	- - -	- -	53 15 0	
Harray, Christian Knowledge Society's School		- - -	-	1 14 0½				
Orkney, St. Andrew's	G.A.	28 0 0	1840					
Papa Westray	F.C.	- - -	-	3 7 8				
Sabiston	G.A. 8	- - -	-	1 14 8½	80 12 6			
Sanday	F.C. 6	- - -	-	- - -	60 0 0			
Sandwick	Par. 8	- - -	-	- - -	- - -	- -	32 10 0	
Skelwick, Society's School	F.C. 9	- - -	-	- - -	90 0 0			
Stromness	F.C. 5	- - -	-	3 10 0	75 12 6	- -	124 10 0	
Westray Midbea (West Side)	G.A.	52 0 0	1846					
PEEBLESSHIRE.								
Innerleithen	F.C. 2	- - -	-	- - -	106 8 4	- -	15 0 0	
Innerleithen	Par. 2	- - -	-	- - -	8 15 0			
Linton, West	Epis. 12	- - -	-	- - -	20 8 4	- -	70 0 0	
Peebles	F.C. 2	109 0 0	1849	2 10 0	61 18 4	- -	74 11 8	
Skirling	Par.	- - -	-	2 14 1½				

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	Amount.	Date of Payment.					
PERTHSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberuthven - - - F.C. 9	- - -	-	2 18 4½	10 0 0	- - -	2 10 0	
Acharn - - - F.C. 8	- - -	-	2 15 2¼	66 5 10	- - -	146 0 0	
Aldgernaig - - - G.A. 5	- - -	-	- - -	134 15 0	- - -	192 0 0	
Almondbank - - - G.A. 6	- - -	-	- - -	52 10 0	- - -	29 0 0	
Alyth - - - - F.C. 8	60 7 0	1856	9 4 8½	- - -	- - -	380 3 4	
Alyth, Girls, Industrial - G.A. 5	357 0 0	1856	4 13 4	19 0 0	11 13 4	42 8 0	14 0 0
Alyth, Female - - - Epis. 3	- - -	-	- - -	7 6 8	- - -	50 7 6	
Annfree - - - F.C. 8	- - -	-	1 0 0	131 0 0			
Auchterarder, Sheddan's Charity School - - 5	- - -	-	- - -	12 10 0	- - -	29 0 0	
Balgowan - - - F.C.	- - -	-	2 1 8				
Blackford - - - F.C. 7	119 5 0	1849	1 15 5½	117 10 0	- - -	15 0 0	
" - - - "	20 0 0	1856					
Blair Athole - - - Par. 5	- - -	-	6 9 11½	104 8 4	- - -	265 10 0	
Blair Drummond - - G.A. 3	- - -	-	- - -	61 5 0			
Blairgowrie - - - F.C. 8	- - -	-	8 13 3½	124 15 0	- - -	363 15 0	
Blairgowrie - - - Par. 5	- - -	-	7 10 0	- - -	- - -	344 6 8	
Blairgowrie, St. Catherine's Epis. 3	- - -	-	- - -	9 6 8	- - -	45 13 4	
Blairingone, Established Ch. 3	115 0 0	1849	- - -	5 0 0			
" "	11 0 0	1857					
Braco, Subscription School -	- - -	-	1 2 6				
Breadalbane (Aberfeldy) F.C. 8	- - -	-	5 10 2¼	169 13 0	- - -	524 15 0	
Bridge of Earn, Indust. - F.C. 7	50 0 0	1848	2 10 0	113 10 0	- - -	361 11 8	
Caltander - - - - F.C. 7	- - -	-	- - -	207 0 0	- - -	521 12 6	
Camaghowran - - - G.A. 5	- - -	-	1 12 0¾	28 17 6			
Comrie - - - - F.C. 8	- - -	-	1 18 4	- - -	- - -	32 10 0	
Craig Mill - - - F.C. 8	- - -	-	- - -	22 3 4	- - -	1 5 0	
Cray - - - - - F.C. 10	- - -	-	1 6 8¾	11 5 0			
Crieff - - - - F.C. 8	- - -	-	- - -	25 0 0	- - -	32 1 8	
Crieff, St. Michael's - Epis. 3	- - -	-	- - -	- - -	- - -	32 10 0	
Crieff (Taylor's Institution) G.A. 6	- - -	-	2 5 9	- - -	- - -	159 0 0	
Culross, Parish and Burgh School - - - - - 6	- - -	-	3 16 10½	150 6 8	- - -	335 6 8	
Culross, Geddes - - G.A. 8	- - -	-	5 8 2¼	120 16 8	- - -	221 6 8	
Cupar Angus - - - Epis. 3	- - -	-	3 6 8	16 13 4	- - -	64 16 8	
Cupar Angus - - - Par.	- - -	-	3 6 8				
Doune - - - - F.C. 8	245 1 7	1854	7 18 3⅓	167 16 8	- - -	176 18 4	
Dowally - - - - Par.	- - -	-	2 13 4				
Dunblane - - - - F.C. 8	- - -	-	6 16 8⅓	74 0 0	- - -	115 4 2	
Dunblane - - - Epis. 3	- - -	-	- - -	20 0 0	- - -	32 10 0	
Dunblane - - - - Par. 6	- - -	-	8 2 4	- - -	- - -	241 10 0	
Dunkeld (Duchess of Atholl's) School - - - 5	- - -	-	4 15 0¾	29 0 0	- - -	25 0 0	
Dunkeld, Little - - Par. 6	- - -	-	- - -	- - -	- - -	100 0 0	
Dunkeld, Royal School - G.A. 5	- - -	-	2 6 8½	- - -	- - -	262 0 0	
Dunning - - - - F.C.	- - -	-	2 0 0				
Erroll - - - - F.C. 7	- - -	-	3 19 10½	132 0 10	- - -	313 0 0	
Erroll, Female Industrial G.A. 5	470 0 0	1856	3 15 0¾	11 13 4			
Forgandenny (Path of Condie) - - - - G.A.	30 0 0	1840					
" "	10 0 0	1850					
Gartmore - - - F.C. 8	86 0 0	1848	1 13 4¾	15 0 0			
Gilmerton - - - G.A.	*80 0 0	1839					
Inchture - - - Par. 6	- - -	-	3 6 8½	115 0 0	- - -	146 10 0	
Killichonan - - - G.A. 6	- - -	-	- - -	78 15 0			
Killin - - - - F.C. 8	- - -	-	- - -	27 1 8			
Killin Parish School - - - 5	- - -	-	- - -	- - -	- - -	15 0 0	
Kilmadock - - - Par. 6	- - -	-	- - -	- - -	- - -	148 10 0	
Kiltyrie - - - - F.C. 8	- - -	-	- - -	- - -	- - -	11 5 0	
Kinbuck, Village - - G.A. 6	- - -	-	2 1 8¼	55 0 0	- - -	72 5 10	
Kincardine, Subscription F.C. 8	200 0 0	1841	- - -	36 13 4	- - -	15 0 0	
" " "	100 0 0	1841					
Kincardine on Forth (Baroness Keith's) - - - 6	- - -	-	- - -	67 5 0	- - -	156 0 0	
Kincardine (in Monteith) Par. 5	- - -	-	- - -	71 13 4			
Kintaums - - - - F.C. 8	- - -	-	3 2 6¾	57 10 0	- - -	68 10 0	
Kinloch Rannoch, Parliamentary School - - - 5	*100 0 0	1839	- - -	- - -	- - -	37 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kinnaird - - - Par. 6	- - -	- - -	4 2 5	119 0 0	- - -	171 0 0	
Kirkmichael - - - F.C. 8	- - -	- - -	3 0 0½	42 6 8	- - -	25 0 0	
Lawers - - - F.C. 8	- - -	- - -	- - -	- - -	- - -	15 0 0	
Loch Earn Head - - F.C. 8	- - -	- - -	1 17 6½	85 0 0	- - -	90 0 0	
Loch Earn Head - - G.A. 6	- - -	- - -	- - -	28 15 0	- - -	15 0 0	
Logie - - - - Par. 3	- - -	- - -	- - -	61 10 0			
Logierait - - - F.C. 8	- - -	- - -	- - -	45 0 0	- - -	94 3 4	
Meikleour - - - Sess. 6	- - -	- - -	1 12 1	84 10 0			
Methven - - - - F.C. 8	74 0 0	1848	2 9 11¾	121 5 0	- - -	75 0 0	
Methven, United Presbyterian 7	- - -	- - -	- - -	90 0 0	- - -	203 10 0	
Monzievaird and Strowan Par. 6	- - -	- - -	2 5 6¼	94 19 2	- - -	67 10 0	
" " "	- - -	- - -	12 13 4*a*				
Moulin " " Par. 5	- - -	- - -	- - -	- - -	- - -	188 16 8	
Muchart - - - - Par. 6	- - -	- - -	- - -	- - -	- - -	52 10 0	
Muthill - - - - F.C. 8	151 0 0	1850	- - -	- - -	- - -	100 0 0	
Perth, East Parish, Cong. 6	- - -	- - -	10 4 0½	60 0 0	78 6 8	222 13 4	
" " "	- - -	- - -	12 13 4*a*				
" Cathedral Free " Epis. 3	- - -	- - -	- - -	- - -	- - -	14 15 10	
Perth, Infant School - - 6	*150 0 0	1837	2 18 9	79 3 4	- - -	524 8 4	
Perth (Ladies) House of Refuge - - - - F.C. 10	- - -	- - -	1 13 4	- - -	- - -	- - -	203 10 0R
Perth, Middle Parish - Sess. 5	*600 0 0	1839	1 2 0	110 10 0	- - -	587 3 4	
Perth, New Row, National - 6	*200 0 0	1837	2 15 5	55 5 0	57 10 0	499 10 0	
Perth, St. Leonard's - F.C. 8	- - -	- - -	5 6 7½	132 10 0	- - -	406 1 8	
Perth, St. Ninian's - Epis. 3	- - -	- - -	- - -	13 15 0	- - -	69 10 0	
Perth, (Stewart's), Free Trades' S. - - - - 6	- - -	- - -	8 0 0½	93 6 8	- - -	124 10 0	
Perth, Territorial Mission F.C. 8	- - -	- - -	- - -	16 5 0	- - -	71 5 0	
Perth, Watergate, National - 6	*200 0 0	1837	- - -	77 0 0	- - -	586 6 8	
" " " -	105 0 0	1857					
Perth, West Church " - Sess. 6	*500 0 0	1838	- - -	30 16 8	- - -	15 0 0	
Perth, West Church - F.C. 7	320 0 0	1849	15 4 4	182 0 0	- - -	980 6 8	
" " " - "	- - -	- - -	13 1 0*a*				
Pitcairn Green " - - F.C. 8	- - -	- - -	2 0 0	72 10 0	- - -	33 15 0	
Pitlochry - - - - G.A. 5	89 0 0	1850	- - -	129 3 4	- - -	212 15 0	
Ruskie - - - - G.A.	*43 0 0	1839					
Scone, Congregational - F.C. 3	- - -	- - -	6 3 7½	62 5 0	- - -	85 0 0	
Stanley - - - - - F.C. 8	110 0 0	1849	4 16 10	149 17 6	- - -	209 6 8	
" - - - - "	31 2 0	1855					
Stanley, Auxiliary - - Par. 5	- - -	- - -	- - -	27 10 0			
Stanley - - - - G.A.	- - -	- - -	1 19 11½				
Strathbrand - - - F.C. 8	90 0 0	1849	3 9 2	176 13 4			
Strathlock - - - G.A. 6	- - -	- - -	- - -	52 15 0	- - -	61 13 4	
Strone of Cally - - G.A. 6	- - -	- - -	1 14 8½	53 15 0			
Strowan, Society's - - G.A. 6	- - -	- - -	4 14 6	- - -	- - -	102 1 8	
Tenandry - - - Par.	33 0 0	1840					
Tomcraggach - - - G.A. 6	- - -	- - -	1 0 10½				
Trinity Gask - - - Par.	- - -	- - -	2 11 3	115 0 0			
Tulliallan - - - - - 6	- - -	- - -	- - -	- - -	- - -	285 0 0	
Tullibardine - - - G.A. 6	- - -	- - -	2 0 11½	35 15 0	- - -	15 0 0	
Woodside - - - - F.C. 7	- - -	- - -	2 4 10	- - -	- - -	105 0 0	
RENFREWSHIRE.							
Barrhead - - - - G.A.	- - -	- - -	5 6 8½				
Bishopston - - - F.C. 3	- - -	- - -	2 0 0½	37 10 0			
Bridge of Weir - - G.A.	*375 0 0	1840					
Busby, Day and Evening Sch. 2	- - -	- - -	10 3 3	69 6 8	45 0 0	111 10 0	
Cathcart - - - - Par. 3	- - -	- - -	4 6 4½	70 0 0	- - -	240 17 10	
Eastwood - - - - Par.	- - -	- - -	5 8 4				
Eastwood, Poor School - - 2	- - -	- - -	- - -	10 10 0			
Gourock - - - - F.C 4	- - -	- - -	- - -	7 10 0			
Greenock, East - - Epis. 12	- - -	- - -	- - -	99 5 0	- - -	240 15 10	
Greenock, Ann Street - Sess. 2	- - -	- - -	- - -	12 7 6			
Greenock (Highlanders') G.A. 4	*600 0 0	1837	8 11 6½	13 2 6			
" " -	550 0 0	1843					
Greenock, Middle Parish - G.A.	*120 0 0	1839					
Greenock, St. Andrew's - G.A.	*190 0 0	1837					

a Scientific apparatus.

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RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Greenock, St. John's West Epis. 12	*80 0 0	1839	1 1 1	9 3 4	- - -	35 1 8	
Greenock, South Parish - G.A.	*200 0 0	1837					
Househill - - - - G.A. 2	- - -	- - -	6 13 3½	65 18 4	- -	138 5 0	
Houston - - - - F.C. 4	218 0 0	1850	5 4 1½	162 5 10	- -	273 5 0	
Houston and Killellan - Par. 2	- - -	- - -	3 7 11½	172 13 4	- -	158 0 0	
Kilbarchan, Female - G.A. 2	- - -	- - -	- - -	56 5 0	- -	32 10 0	
Kilmalcolm - - Par.	- - -	- - -	3 0 11½				
Ladyburn, Subscription - F.C. 2	- - -	- - -	2 10 0½	97 2 6	- -	46 10 0	
Linwood - - - - Par. 2	- - -	- - -	- - -	3 15 0			
Lochwinnoch - - - Par. 1	- - -	- - -	3 3 2½	23 15 0	- -	219 13 4	
Lochwinnoch, Female Industrial - - - - 1	- - -	- - -	3 19 2½	25 0 0	- -	32 10 0	
Mearns - - - - Par. 2	- - -	- - -	- - -	9 12 6	- -	298 10 0	
Oswald - - - - F.C. 4	- - -	- - -	3 8 0	27 0 0	- -	15 0 0	
Paisley Abbey District - Par. 3	- - -	- - -	7 9 5	10 0 0			
Paisley Abbey (The Dickson School) - - - - 3	50 0 0	1849	- - -	90 13 4	- -	153 5 0	
Paisley, Carbrook Street Sess. 3	*700 0 0	1836	3 16 0	75 12 6	- -	235 16 8	
Paisley, Causeyside Street Sess. 1	- - -	- - -	1 8 0	49 3 4	- -	185 0 0	
Paisley, Free High Church Congregational - - - 4	- - -	- - -	- - -	46 10 0			
Paisley, George Street - Sess. 3	- - -	- - -	9 0 11	44 0 0	- -	91 8 4	
Paisley (Neilson) Educational Institution - - 1	- - -	- - -	24 8 0*a*	147 5 0	- -	113 0 0	
Paisley, Hunter Street, Female Industrial - - 2	- - -	- - -	1 10 4	28 8 4			
Paisley, Infants - - G.A. 2	150 0 0	1841	2 2 4½	5 16 8			
Paisley, Miss Stowe's School, (for Moral and Industrial Training) - - - - 3	359 0 0	1854	3 0 1	57 15 0	- -	235 15 0	
Paisley, Ragged School - - 2	- - -	- - -	2 16 8	10 15 0			
Paisley, Ragged, Industrial, and Reformatory - - - - 2	- - -	- - -	- - -	- - -	- - -	- - -	232 0 0½
Paisley, St. George's - F.C.	- - -	- - -	3 5 0				
Paisley, Stevenson Street F.C. 4	216 0 0	1848	- - -	6 5 0	- -	15 0 0	
Pollockshaws, Industrial -	583 0 0	1857					
Pollockshaws - - Burgh 2	- - -	- - -	- - -	20 0 0	- -	247 11 8	
Port Glasgow, Female - G.A.	- - -	- - -	2 0 0				
Port Glasgow - - Burgh 2	- - -	- - -	- - -	22 0 0			
Port Glasgow, New Parochial -	400 0 0	1841	3 13 4				
,, ,, - - - - ,,	150 0 0	1845					
Port Glasgow - Epis. 12	- - -	- - -	3 15 2½	21 5 0	- -	41 1 8	
Port Glasgow, Industrial - 1	- - -	- - -	- - -	15 0 0	- -	15 0 0	
Port Glasgow, Juvenile - F.C. 4	- - -	- - -	- - -	- - -	- -	243 15 0	
Renfrew, Old Burgh School (Boys) - - - - 2	- - -	- - -	- - -	8 15 0	- -	15 0 0	
Renfrew, Old Burgh, Female - 2	- - -	- - -	1 10 0	52 0 0			
Seedhills - - - Sess.	- - -	- - -	1 3 4				
Uplamoor, Public School - 3	- - -	- - -	2 0 0	28 17 6			
ROSS AND CROMARTY SHIRES.							
Achadesdale - - - F.C.	90 0 0	1850					
Achnagart - - - G.A. 8	- - -	- - -	- - -	117 10 0	- -	114 3 4	
Alness - - - - F.C. 6	- - -	- - -	- - -	21 5 0			
Ardross - - - - F.C. 6	- - -	- - -	1 10 0	7 10 0			
Arpafeelie - - - Epis. 9	- - -	- - -	- - -	- - -	- - -	75 0 0	
Aultbea - - - - G.A. 8	- - -	- - -	- - -	49 10 0			
Bualnaluip - - - F.C.	- - -	- - -	1 9 11½				
Conon - - - - F.C. 6	- - -	- - -	- - -	115 0 0	- -	52 10 0	
Cromarty - - - - F.C. 6	95 10 0	1852	7 7 11½	229 5 10	- -	15 0 0	
Culish - - - - F.C. 5	- - -	- - -	2 18 8	30 17 6	- -	55 0 0	
Cullicudden - - - F.C. 6	- - -	- - -	5 14 1½	87 0 0	- -	195 0 0	
Dibaig - - - - G.A.	- - -	- - -	1 16 4				
Dingwall - - - - F.C. 6	- - -	- - -	15 8 4	85 0 0	- -	239 0 0	
Drum-an-Darach School -	- - -	- - -	2 0 0½				
Edderton - - - F.C. 6	- - -	- - -	3 6 8	115 0 0	- -	146 0 0	
Ferrintosh - - - F.C.	90 0 0	1849					
Gairloch - - - - Par. 9	- - -	- - -	- - -	38 15 0			

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	Amount.	Date of Payment.					
ROSS AND CROMARTY SHIRES—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
Highfield - - Epis. 8	- - -	-	- - -	46 5 0	- -	76 3 4	
Invergordon - - F.C. 6	133 0 0	1847	- - -	84 0 0	- -	210 16 8	
Jeminaville - - F.C. 6	- - -	-	- - -	25 0 0			
Killearnan - - F.C. 6	- - -	-	3 11 8	83 11 8	- -	215 5 10	
Kilmuir Easter - - Par. 8	- - -	-	- - -	141 0 0	- -	47 10 0	
Kincardine - - Par. 10	- - -	-	- - -	66 15 0	- -	261 0 0	
Kincardine, Congregational - - - F.C. 6	- - -	-	- - -	36 5 0	- -	32 10 0	
Knockbain - - Par. 8	- - -	-	2 12 5	82 10 0	- -	295 5 10	
Laid, Parliamentary School -	- - -	-	2 0 0½				
Logie Easter - - Par.	- - -	-	1 9 10				
Maryburgh - - F.C. 6	- - -	-	- - -	23 15 0			
Mossfield, Gaelic Association - 8	- - -	-	- - -	85 0 0			
Muirton - - - G.A. 8	- - -	-	1 10 0	- -	- -	48 15 0	
Openham - - F.C.	- - -	-	1 19 0½				
Pool Ewe, Agricultural S.	90 0 0	1850	1 10 0				
Rosemarkie - - F.C. 5	100 0 0	1854	4 0 0	- -	- -	46 10 0	
Stornoway, Female, Educational and Industrial - 8	- - -	-	- - -	8 6 8			
Stornoway - - G.A. 8	- - -	-	- - -	20 15 0			
Stornoway - - F.C. 6	159 0 0	1852	2 12 10¾	78 5 0	- -	222 10 0	
Tain - - - F.C. 6	- - -	-	3 15 0	- -	- -	165 10 0	
Tarbat - - - F.C. 6	- - -	-	3 0 8	70 10 0	- -	75 0 0	
Ullapool - - - F.C. 6	87 0 0	1851	3 10 2¾				
ROXBURGHSHIRE.							
Fairnington - - G.A. 12	60 0 0	1848	- - -	88 0 0			
Galashiels - - Epis. 12	- - -	-	- - -	24 15 0	- -	62 18 4	
Galashiels - - R.C. 6	- - -	-	3 6 7¼	25 0 0	- -	58 11 8	
„ Night School -	- - -	-	- - -	- -	- -	5 0 0	
Gattonside, Village School -	123 0 0	1857	3 14 2½				
Hawick, St. Mary's Epis. 12	- - -	-	2 3 7¼	36 5 0	- -	154 18 4	
Jedburgh, St. John's - Epis. 12	- - -	-	4 1 4	62 2 6	- -	220 11 8	3 10 0
Melrose, Congregational - F.C. 2	- - -	-	4 13 4	103 0 0	- -	221 12 6	
Melrose - - - Par. 12	- - -	-	2 9 10	6 5 0	- -	6 5 0	
Smailholm - - F.C. 2	- - -	-	2 10 0	53 15 0	- -	102 18 4	
Wilton - - - Epis. 12	- - -	-	- - -	14 3 4	- -	22 10 0	
Yetholme, Kirk - - G.A. 12	80 0 0	1843	- - -	93 0 0	- -	32 10 0	
„ „ - - „	37 0 0	1856					
Yetholme (Town) Girls' School 12	66 0 0	1847	- - -	57 8 4	- -	6 5 0	
„ „ - - „	27 0 0	1856					
SELKIRKSHIRE.							
Gala - - - - G.A. 12	200 0 0	1848	- - -	100 10 0	- -	349 10 0	
Galashiels - - Par. 12	- - -	-	- - -	- -	- -	402 1 8	
STIRLINGSHIRE.							
Alva - - - - G.A.	116 10 0	1841					
Alva, Subscription School -	140 0 0	1843					
Bainsford, Self-supporting G.A. 3	- - -	-	14 5 6½	65 0 10	- -	103 3 4	
Bannockburn, Subscription - 3	- - -	-	- - -	70 0 0	38 6 8	102 0 0	
Bannockburn - - F.C. 8	- - -	-	- - -	15 0 0			
Banton Kilsyth - - G.A. 3	40 0 0	1841					
Bonnybridge - - - -	- - -	-	2 6 11				
Bridge of Allan - - F.C. 7	- - -	-	2 14 0½	- -	- -	263 16 8	
Brighton in Polmont - F.C. 8	143 0 0	1849	1 16 4½	45 5 0	- -	205 16 8	
Carronshore - - G.A. 3	*190 0 0	1839	- - -	3 15 0			
Dalmary - - - Sess. 3	- - -	-	- - -	26 13 4			
Denny - - - Par. 3	- - -	-	- - -	12 0 0	- -	304 15 0	
Drymen, Indust. Sch. - - 3	- - -	-	2 19 0	48 0 0			
Dunmipace - - F.C. 8	- - -	-	2 18 4	61 5 0	- -	53 6 8	
Falkirk - - - Par. 3	- - -	-	5 8 4	10 0 0	- -	68 15 0	

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		Amount.	Date of Payment.					
STIRLINGSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Falkirk	F.C. 8	297 16 8	1854	4 17 0½	133 16 8	- -	148 18 4	
Falkirk, St. Francis'	R.C. 6	- - -	-	1 16 7¾	8 6 8	- -	60 10 0	
Fintry	Par. 3	- - -	-	- - -	44 0 0			
Gargunnock	Par. -	- - -	-	1 13 4				
Grangemouth Subscn. Sch.	3	- - -	-	9 8 3¾	69 6 8	- -	116 13 4	
Haggs	G.A. 3	*30 0 0	1837	- - -	56 5 0	- -	63 0 0	
"	"	33 0 0	1840					
Hurlet and Hampshire Alum Company's School	3	- - -	-	- - -	14 6 8			
Killearn	F.C. 4	- - -	-	- - -	56 5 0			
Kilsyth, Female School	3	- - -	-	1 1 4	76 10 0	- -	52 10 0	
Kirklane	F.C. 9	- - -	-	2 13 4	- - -	- -	15 0 0	
Larbert	F.C. 3	130 0 0	1850	14 10 0	6 13 4	- -	15 0 0	
Larbert	Par. 3	- - -	-	- - -	46 13 4	- -	144 11 8	
Lennoxtown, New Subn. Sch.	3	*280 0 0	1839					
Polmont	Par. 3	- - -	-	- - -	30 9 2			
Redding	G.A. 3	- - -	-	- - -	10 0 0	- -	63 0 0	
St. Ninians	Par. 3	- - -	-	- - -	19 5 0			
Slammannan	F.C. 3	130 0 0	1854	9 4 3	72 17 6	- -	80 10 0	
Stirling	F.C. 8	- - -	-	2 17 1½	61 0 0	- -	48 18 4	
Stirling	Epis. 3	- - -	-	2 13 4	- - -	- -	111 10 0	
Stirling, Allan's	G.A. 3	- - -	-	7 1 8	25 0 0	52 10 0	63 0 0	
Stirling, St. Mary's	R.C. 6	- - -	-	5 0 0	10 0 0	- -	42 0 0	
Tillicoultry	F.C. 8	- - -	-	- - -	61 5 0			
SUTHERLANDSHIRE.								
Armadale	G.A. 9	- - -	-	- - -	85 0 0	- -	100 0 0	
Brora	G.A. 9	- - -	-	1 11 1	- - -	- -	100 0 0	
Clyne	F.C. 6	- - -	-	4 3 4½	31 12 6	- -	63 0 0	
Clyne	Par. 8	- - -	-	- - -	51 10 0			
Creich	Par. 9	- - -	-	1 18 9½	158 6 8	- -	227 13 4	
Creich, Congregational	F.C. 5	- - -	-	3 0 0	67 10 0	- -	75 0 0	
Dalnambreac	G.A. 9	- - -	-	- - -	68 5 0			
Dornoch	F.C. 5	- - -	-	3 6 8½	67 10 0	- -	94 8 4	
Dornoch	Par. 9	- - -	-	2 1 1	191 13 4	- -	136 13 4	
"	"	- - -	-	12 11 0*a*				
Durine	G.A. 8	- - -	-	- - -	112 15 0	- -	75 0 0	
Eddrachilles	F.C. 5	- - -	-	2 5 10½				
Golspie	F.C. 5	- - -	-	- - -	69 0 0	- -	102 16 8	
Golspie	Par. 8	- - -	-	5 6 1	- - -	- -	153 10 0	
Kildonan	Par. 9	- - -	-	2 0 10½	98 0 0	- -	152 16 8	
Knockarthur	G.A. 8	- - -	-	- - -	65 0 0			
Lairg Gruids	G.A. 8	- - -	-	- - -	51 5 0			
Lochinver	G.A. 8	- - -	-	- - -	11 5 0			
Loth	Par. 8	- - -	-	0 15 10	103 15 0			
Melvich	G.A. 8	- - -	-	- - -	57 10 0			
Port Gower	G.A. 8	- - -	-	- - -	11 5 0			
Proncy-Croy	G.A. 8	- - -	-	- - -	10 0 0			
Rogart	Par. 8	- - -	-	- - -	18 15 0			
Rogart	F.C. 6	- - -	-	- - -	15 0 0			
Skerray	G.A. 8	- - -	-	- - -	43 10 0			
Skibo	G.A. 9	- - -	-	- - -	99 16 8	- -	89 3 4	
Stoer	F.C.	- - -	-	1 3 0				
Strathalladale	G.A. 8	- - -	-	- - -	31 5 0			
Talmine	G.A. 8	- - -	-	- - -	73 15 0			
WIGTOWNSHIRE.								
Cairn Ryan	G.A. 12	- - -	-	- - -	16 10 0			
Cairn Ryan	F.C. 12	- - -	-	1 0 0½	30 0 0			
Challock	G.A. 11	- - -	-	- - -	15 16 8	- -	20 0 0	
Drochduil	11	- - -	-	- - -	2 10 0			
Dunskey (Mrs. Hunter Blair's School)	12	- - -	-	- - -	9 3 4			

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
WIGTOWNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Enoch (Parish of Portpatrick) - - - G.A. 12	50 0 0	1843	2 4 0½	108 6 8	- -	52 10 0	
Glenluce - - - - Par. 12	- - -	- -	4 16 0	- - -	- -	245 13 4	
Glenluce - - - - F.C. 12	- - -	- -	- - -	8 6 8	- -	69 19 2	
Inch - - - - - F.C. 12	- - -	- -	- - -	122 10 0	- -	185 0 0	
Kirkmaiden - - - F.C. 12	- - -	- -	1 12 6	102 0 0	- -	102 0 0	
Labrax - - - - G.A.	90 0 0	1846					
Leswalt - - - - F.C. 12	- - -	- -	1 17 5½	154 19 2	- -	52 10 0	
Portpatrick - - - F.C. 12	- - -	- -	- - -	33 15 0	- -	6 5 0	
Sorbie - - - - F.C. 12	- - -	- -	1 0 4	89 11 8	- -	18 6 8	
Sorbie - - - - Par. 11	- - -	- -	- - -	36 10 0			
Stranraer - - - F.C. 12	138 15 0	1852	5 7 8½	136 10 0	- -	280 11 8	
Stranraer, Academy - G.A. 11	465 0 0	1845	- - -	- - -	- -	- - -	81 13 7

REPORTS OF INSPECTORS.

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. F. C. COOK, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* MIDDLESEX; *followed by a* REPORT *from the Assistant Inspector of Schools,* Rev. J. G. C. FUSSELL, M.A., *on the Schools inspected by him in the same County.*

MY LORDS, January 1858.

IN this report I have to record the results of my inspection of a small number of schools in the metropolis; my time being at present chiefly occupied by the training colleges for schoolmistresses. The general condition of the schools will be better described by my colleague, the Rev. J. G. C. Fussell, who has been virtually in charge of the district during the last few years, and is thoroughly conversant with those circumstances on which the improvement and efficiency of elementary education depend.

The inspection of all schools in the Metropolitan district at present in receipt of annual grants, or otherwise entitled to periodical visits, is now sufficiently provided for, in consequence of the appointment of the Rev. J. D. Glennie, Jun., to an assistant-inspectorship in my district. He has already acquired a general acquaintance with the schools in the district, during the last few years, in the capacity of Secretary and Inspector of the London Diocesan Board of Education. In that office he was remarkably successful in raising schools previously imperfect in organization to a satisfactory condition; in fact, not less than seventy were brought by his exertions into a state which enables them to fulfil the conditions of annual grants, which they are now receiving from your Lordships.

The following summary gives a general view of the work done by myself and my colleagues last year:—

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	141	117	111	83	14	22,551	16,628	20,801	14,482	49,102	237	726
Simple Inspection	6	3	5	2	—	465	516	412	570	948	—	—

The results corroborate the observations made in former reports on the attendance of the children, and the amount of accommodation. I have to make the following remarks on the school buildings. Many of these have been erected within the last few years, and are remarkably well built, complete in their arrangements, well lighted, well ventilated, and satisfy nearly* all reasonable conditions of educational establishments for the children of the poor. This cannot be said of those schools which were established many years ago, or which are held in buildings not expressly erected for such purposes. It has been my duty in nearly all such cases to recommend considerable alterations; and when no alterations could make the buildings fit for the purpose, to bring before the managers the necessity of erecting new schools.

I am so thoroughly aware of the great difficulties which they will have to surmount—of the impossibility in many of the metropolitan parishes of procuring a site, excepting at an exorbitant expense—and of the unpopularity of making a call upon the parishioners, who are scarcely to be convinced that schools which have previously been considered satisfactory are deficient in essential requisites, that I never make such a representation without the most careful and repeated investigation into all the circumstances of the case. One such case has occurred in the course of the last year. It is important as a good example of the difficulties which school managers have to encounter in the most opulent districts, and of the misunderstandings which may prevail in quarters where most reliance may be placed upon the candour, liberality, and sound judgment of those to whom an appeal for assistance has been made.

In the centre of one of the richest districts of the metropolis, St. George's, Hanover Square, I have inspected a set of schools for successive years. They are conducted by able and diligent teachers, superintended most carefully and efficiently by the clergy and committees, and well supplied with every kind of apparatus. Considerable annual grants have been paid for certificated teachers, apprentices, and capitation fees. But of the three schools one only was sufficient in size for the children. The girls' school could not properly accommodate two-thirds of those in average attendance, and is so inconvenient in other respects, that it could not be properly and efficiently arranged. In any country town or agricultural parish, where additional space could be procured, every one of my colleagues would have represented to your Lordships, as

* I say "nearly," because one condition of a complete school cannot be fulfilled in London. It is simply impossible to procure space for a playground in the crowded localities where it is most desirable, especially for an infants' school.

well as to the managers, the unfitness of that room for the training of apprentices, and the annual grants would have been withdrawn until it was enlarged and properly arranged. Still worse was the case with the infant school-room. It was dark, and could not be properly lighted; so dark, in fact, that not one-half of the children could see to read even on a fine day. Good ventilation was quite impossible. Every contrivance had been tried and found ineffectual. The room was thoroughly unfit for a school, and would not have been tolerated in the most destitute and impoverished districts. It was simply because I knew and was assured that proper school-rooms would be erected, as soon as a site could be procured on any terms, that I recommended the appointment of pupil-teachers and the payment of annual grants, and in so doing I went to the very limits, if not beyond the limits, of my official duty.

The following account of this transaction appears in the Quarterly Review:—

"Not long ago, in an opulent metropolitan parish—there is no use in particularizing, the mischief is done—an influential meeting was held to take the state of the National school 'into consideration.' The phrase is not accurate. There was no consideration; an eloquent arraignment was read, and sentence passed. The buildings had previously been condemned (of course) by Her Majesty's Inspectors. They were too small for the wants of the parish; nobody asked if they could be enlarged. They were ill ventilated and unhealthy. Nobody asked how the children did, nor whether an improved ventilation could be introduced. A sum little short of 5,000*l.* was readily acceded to by the opulent philanthropists who attended, and subscribed in proportion to their reputed wealth and known liberality."

The state of these schools had been under the consideration of the subscribers generally during three years, strong reports having been sent in after each visit by Her Majesty's Inspector. The possibility of enlarging the building and improving the ventilation had been carefully inquired into both by the Inspector and school managers, who were almost equally anxious to avoid the alternative of recommending the erection of new and expensive buildings. The sum of 5,000*l.* is required, owing, in a great degree, to the value of land in that locality; the buildings themselves will not, or need not, cost more than they would in any other district.

If such be the difficulties in the richest district of the metropolis, it may well be imagined what energy is required to raise the large sums needed in those vast and populous parishes to the east of the metropolis, where freehold sites are scarcely to be purchased, and no residents of reputed wealth or known liberality are found. The schools of St. Thomas', Charterhouse, of which I gave a full account in my last report, have cost 19,031*l.* within the last few years. They are neat, well built, and well arranged, but there are no superfluities of building or decoration, nor are they too

large for the complete instruction of the children of the district, which has a population of 9,500. There are no opulent residents, and this large sum has been raised by the personal exertions of the clergyman, the Rev. W. Rogers, and by the liberality of the Government and Mr. Rogers's own friends.

Pupil-teachers.

There are at present 726 pupil-teachers in this district, under 237 certificated masters or mistresses. The number of children instructed by them does not amount to 35,000. The proportion of pupil-teachers is therefore about 1 for 47 children; of certificated teachers, 1 to 147. The number of certificated masters and pupil-teachers has been increasing steadily, and so far as the schools under inspection are concerned, has nearly reached the maximum. It will be observed that only ten of the schools inspected last year were not in the receipt of annual grants, which imply the presence of a competent teacher or apprentices. In those schools which I have inspected personally in the course of this year the professional training and instruction of the pupil-teachers are, generally speaking, in a satisfactory condition. In many schools the masters and mistresses devote far more time than the daily hour and a half required of them to the instruction of their apprentices, and take due pains to prepare them for their school work, as well as to superintend them in and out of school hours. I have had many proofs that conduct so exemplary has been attended with the happiest results. Feelings of deep mutual regard and affection are entertained by many teachers and their apprentices. Several who are now in charge of important schools, and discharging their duties with great success, speak with gratitude of the care formerly bestowed upon them during the most critical period of their youth, and bear the strongest testimony to the practical excellence of the existing system where its obligations are thoroughly understood and zealously discharged. I have been especially struck by the remarks to this effect made by a considerable number of students in the training colleges when questioned as to the system adopted by their former teachers.

While, however, I confidently make this assertion with regard to the general effects of the system, it is my duty to state that there are some painful exceptions. In some schools the apprenticeships have been terminated under circumstances which were not creditable to the parties concerned; in others there has been reason to doubt whether even the prescribed amount of instruction has been regularly given. Shortcomings at the inspection and in the examination, attributable partly to the negligence or indolence of the

pupil-teachers, partly also, in some cases, to some fault in the teachers, have been recorded in our official reports. Of this I spoke last year. It is the duty of the Inspectors to watch such cases with great care, but their efforts will be of little avail unless managers and school-teachers are careful in the selection of candidates, in the adoption of a good system of training, and in vigilant superintendence of all parties during the whole period of apprenticeship.

Other questions are frequently discussed among persons interested in this work. It is clear that an approximation to a perfect uniformity of method is not to be expected, perhaps it is scarcely to be desired, considering the great variety of circumstances in different localities, and the diversities which are inseparable from that independence of action which is, and I trust will always continue to be, the special characteristic of our countrymen. At the same time it is equally clear that certain principles ought to be generally recognized, and certain methods ought to be generally known, even to those who may have good reason for modifying them or substituting others better adapted to their peculiar circumstances. Some of these points I will here note for the consideration of teachers and managers.

First, with regard to the professional training of pupil-teachers. (1.) I hold it to be self-evident that in the course of five years all apprentices should see the working of every part of a school. They ought to have followed and practised every step in every elementary subject of instruction. This cannot be done unless they have charge of different classes in different years, or unless they are released at intervals from the care of their own class, and allowed to watch the work of one of their more experienced colleagues, or of the master. Most good teachers are careful in this matter. It is not, however, always attended to. It sometimes happens that a pupil-teacher has been confined to one or two divisions of a school, and is either practically ignorant of the best system of teaching each elementary subject in all its stages, or imperfectly conversant with its principles and details. (2.) There is a great variety of opinion as to the length of time during which pupil-teachers should be in charge of a class. Some limits to the admissible variations might be fixed by general consent. It is clear that a teacher ought to remain with one class long enough to know each child thoroughly, and to be responsible to the head teacher for the general progress. One month appears to be the minimum for these objects. On the other hand, I should think a year is about the maximum, and I should prefer six months. With the latter arrangement every part even of the largest

schools may be brought successively under the observation of the apprentice. Care should be taken in transferring a pupil-teacher to make him previously acquainted with all the circumstances of the class, and during the first few weeks he should be watched with more than usual vigilance by the master.

With regard to the instruction of pupil-teachers. The daily lessons are given at various hours; there is great difficulty in making a satisfactory arrangement. One point, however, must be secured at any cost of time or trouble. The lessons must be given when the minds of the teacher and the apprentices are fresh and unwearied. To give the lesson immediately after school hours, especially in the short interval between morning and afternoon school, is a custom which ought to be absolutely prohibited. From the papers of students in all parts of England it appears certain that it still prevails to an extent injurious to the health, mental and bodily, of a large proportion of the pupil-teachers. I find that the best teachers in my district generally give one hour, or even one hour and a half, every morning before school, some of them allowing even a sufficient interval for breakfast. This is an admirable plan, and though local circumstances may sometimes make it impracticable, it ought not to be given up without substituting for it an arrangement satisfactory to the parents and approved by the managers.

Teachers sometimes give part of the instruction on Saturdays. This is an excellent plan for the pupil-teachers, and though it may not be just to prescribe it as a fixed rule, it should be encouraged in every way by commendation, and even by rewards.

The only subjects of the instruction given to pupil-teachers to which I think it necessary to call especial attention are language and Holy Scripture.

Grammar is certainly taught much better than formerly, but there is very commonly a great want of thorough training in its principles and practical application. Far more attention ought to be paid to composition. Few pupil-teachers write a correct, perspicuous, and simple style. I believe the most effectual remedy will be to make them learn considerable portions of poetry and prose, carefully selected from our best writers. This has been recommended so frequently of late years by myself and by all my colleagues, and is also so strongly urged by the managers of most of the training colleges, that I should not have thought it necessary to allude to it again but for the fact that several teachers still have a prejudice against what they call learning by rote, and therefore systematically neglect it. Many students say that they

have never been required to commit to memory any passage of poetry or prose. Wherever I have remarked a more than usually correct and fluent style, a greater appearance of mental culture, of thoughtfulness, and refinement, I have ascertained that the writer has been long accustomed to this exercise. With some encouragement from the managers very much may be done to increase and improve oral recitations. It will be a good practice, which I regret that I have not long since adopted in my own district, to select a piece of poetry and of prose to be learned by pupil-teachers in the course of the year, to set all the exercises in grammar from those pieces at the yearly examination, and give marks for correct and pleasing recitation.

I have been much struck of late by the great disparity between apprentices from different schools in their Scriptural knowledge. It is true that very few can be said to be unacquainted with the leading facts and doctrines of Christianity. If we take the average standard of attainment in the third year of apprenticeship, we find that it comprises a fair knowledge of the events of Old Testament history, of the principal Messianic prophecies, of the Gospel narrative, and the Acts of the Apostles; but not a few fall below this standard, and appear to remain satisfied with a superficial knowledge. They know very little more than they did at the date of their apprenticeship; in fact they would not pass such an examination as that which I find barely sufficient to test the Scriptural attainments of boys and girls in the first class of more than one school in my district. Others, on the contrary, are continually extending their knowledge of Holy Scripture. Their memories are stored with passages from the psalms, the prophets, and evangelists. They have evidently been taught to meditate upon the practical and doctrinal lessons by which the Christian character is moulded and developed. This disparity, which is beyond what could reasonably be anticipated, considering the general similarity of age, circumstances, and attainments, must, of course, depend partly upon the depth of religious impressions, so various in individuals, and upon the inequality of mental power, especially of the memory; but frequent observations have satisfied me that while mediocrity may occur under all circumstances, great excellence and great shortcomings are attributable mainly to the teachers and managers. There are very many schools in which the parochial clergy and other members of the school committee give valuable instruction and still more valuable advice to the pupil-teachers, and complete the good work carefully commenced and earnestly carried on by the teachers. There are

some in which (I regret deeply to state my conviction) the pupils are left almost to themselves, it being nearly, if not quite impossible for their teachers to give efficient instruction in the widest and most difficult, as well as infinitely the most important of all subjects, in the few hours of daily lessons.

I have adopted a plan which has hitherto worked well, but which is capable of considerable improvement. In addition to the few questions which pupil-teachers answer at the examination, I request them to bring a foolscap sheet of paper, with written answers to questions set by the clergy upon the portions of Scripture to which they have devoted their attention during the previous year. I am scarcely disposed to think that the Inspectors should define the course of scriptural study more exactly than is done in the broad sheet. It is our duty to ascertain results, to secure that a fair standard is generally reached, to encourage improvement, and to observe and record deficiencies, but not without obvious necessity to interfere with the plans or authority of local managers. The spiritual pastor of each parish ought to give the more special and complete direction to the religious studies of those who are at once his subordinates and assistants in that most sacred of trusts, the spiritual instruction of the lambs of Christ's flock. It would be a great advantage, however, if a plan such as that proposed by Sir Henry Thompson was adopted by *mutual agreement* among the clergy of a district, and a specific course of Scriptural reading fixed for each year of apprenticeship. The Inspectors would, as I have reason to believe, willingly conduct their own examinations in accordance with such plan, provided, of course, that it included all the subjects specified in the broad sheet.

The female apprentices appear to be generally well instructed in needlework, but it has been necessary in many instances to press very strongly upon them and their mistresses the great importance of this womanly accomplishment. The lowest standard which can be regarded as satisfactory is, that a girl should be able to make a shirt, including cutting out and fixing, by the end of her second year; and make her own dress by the end of the fourth year. Prizes for the encouragement of good work are often distributed with beneficial results, but unfortunately such rewards have no effect upon those who are idle or disinclined to do this kind of work.

In addition to needlework, the female pupil-teachers learn many kinds of domestic work in most schools; in a few they have the advantage of learning how to cook. That such an

adjunct to schools is not universal, I believe to be simply owing to the practical difficulties and to the expense of keeping a kitchen. Managers invariably approve suggestions for this and every branch of domestic and industrial training, but almost as invariably decline to undertake the responsibility of the first outlay and annual expenditure. It is not a sufficient answer to show how admirably the system has worked at Finchley, Highgate, and elsewhere. The success of a simple and inexpensive system in a few instances will have much effect in promoting this object. I am able to refer to the kitchen of the Home and Colonial Institution, where the elder pupil-teachers are well and practically instructed in the management of a kitchen. The true desideratum, however, is a small household, in which the mistress, assisted by her pupil-teacher may practically explain and exemplify the processes of cooking, &c., and introduce some of those culinary improvements which would add so much to the comfort of our artisans and labourers.

An attempt has been made to introduce a system of instruction in all culinary manners, in connexion with the schools of Christ's Church, Albany Street. A house is rented by the managers, in which a small number of young women may be boarded. There is a good kitchen, and a room in which a good meal may be procured at a low price. Dinners are also sent out to neighbouring families. Some of the pupil-teachers and elder girls go to the kitchen regularly, and are instructed in all kinds of plain cooking by a respectable woman, under the superintendence of the schoolmistress, who resides on the premises. The only real obstacle to the success of this experiment is the expense, especially of house rent. If this can be provided for, and they hope to be assisted by your Lordships, I have no doubt that much good may be effected, especially if girls from other schools in the neighbourhood are permitted to attend.

I have lately addressed a letter to your Lordships, which will be found in my special report on training colleges. The object of that letter is to encourage managers and schoolmistresses to give more attention to all subjects of domestic economy. In future all female pupil-teachers, when they compete for Queen's scholarships, will be specially examined in needlework by the superintendents of the training colleges, who will also ascertain whether they are practically conversant with domestic matters, and whether their dress, manners, and personal habits are apparently such as befit persons in their peculiar and responsible position. I trust that this subject will be duly impressed upon every schoolmistress and every

apprentice, not in my district only, but throughout the country.

The following tables show the age and attendance of the children on the school registers:—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	8·39	7·7	8·59	10·49	13·32	12·78	12·27	10·74	7·62	4·77	2·41	0·92
Simple Inspection	8·75	7·73	11·81	13·52	14·32	9·66	9·09	8·86	6·48	6·26	2·05	1·47

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	50·11	22·15	13·07	7·92	4·17	2·58
Simple Inspection	63·95	14·74	9·72	6·11	3·6	1·88

In my report of last year I entered very fully into the questions suggested by the returns on both these points during the last six years. The tables for this year corroborate the statements then made. I have no doubt that the actual age and attendance of the children are fairly represented, and that the statistics may be regarded as thoroughly trustworthy.

There are some points for which it is not easy to account. The per-centage of children above twelve years of age in schools receiving annual grants is nearly stationary. During the last three years it has varied only from 7·02 to 10·76, 8·24, 8·28. In the few schools not in the receipt of annual grants it amounts to 9·77. Since these schools are less completely organized than the other, and as the reports on the instruction prove, are far inferior in all branches of education, it might have been expected that the children would leave at an earlier age. The data are not sufficient to justify a general conclusion, but it would have been more satisfactory to have learned that a good education was more fully appreciated. It has been said that parents withdraw the children when they are satisfied with the amount of their attainments, and that a marked improvement in the efficiency of the schools is often followed by a diminution in the average age of the children. These returns, so far as they go, are calculated to strengthen the impression. I do not, however, attach much weight to this instance, since the cases, being so small in number, may be exceptional; but I call attention to it because my col-

leagues and others who have opportunities of watching large schools under various circumstances may collect facts to confirm or disprove the statement. It must, on the other hand, be remarked that although the children in the schools not receiving annual grants are rather older, they do not appear to remain in the same schools for so long a period.

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 250 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	209	8	189	5	20	3	—	—
Catechism	202	8	185	5	17	3	—	—
Reading	219	8	164	7	54	1	1	—
Writing	217	8	162	3	52	5	3	—
Arithmetic	210	7	157	2	47	4	6	1
Geography	201	3	152	—	46	3	3	—
Grammar	192	2	133	—	54	2	5	—
History	96	—	73	—	19	—	4	—
Music from Notes	32	1	27	—	5	—	—	1
Drawing	26	—	25	—	—	—	1	—

The religious instruction is unquestionably in a satisfactory state in a very large proportion of these schools. In more than nine-tenths of those conducted by certificated teachers the reports are decidedly favourable. In none have I or my colleagues had to declare that there was gross neglect or deficiency. It is difficult to understand the motives which induce many persons systematically to disparage the scriptural knowledge acquired by the children. It may not be an index of a corresponding effect upon their spiritual being. It must of course be scanty, partial, and imperfect. The effects may be obliterated by the occupations and the temptations of a youth so often unguarded and exposed to such a variety of unhealthy influences. The best teaching may not counterbalance the lessons unconsciously imbibed from ignorant or vicious companions, relations, and even parents. But that the effect of God's word, taught faithfully and intelligently by such teachers as those who conduct the numerous good schools in this district, is of the very deepest and most powerful character cannot be doubted by those who have faith in the efficacy of that word, or who candidly inquire into the results upon the children of our Church.

I am glad to state that in many of my schools the elder children have learned by heart large portions of Holy Scripture. The parts generally selected by the managers have been the Sermon on the Mount and other discourses of our Lord, one of the Epistles, and some chapters of Isaiah. The examination passed by these children has been entirely satisfactory; they have shown that the practical bearings and the devotional lessons have been duly inculcated and thoroughly received, and I feel assured that much of what has been so learned will remain permanently impressed upon the consciences of many.

The reading and penmanship are certainly improving. Great pains have been taken by both my colleagues to press upon teachers and assistants the necessity of attending steadily to these subjects. Formerly it was simply impossible to teach children in large National schools to read correctly and intelligently; at present, when the organization is complete, the progress of all the classes ought to be satisfactory. But there is and always will be great danger lest teachers of considerable ability and even energy should neglect the somewhat mechanical, and certainly most fatiguing work of bestowing upon every section and every individual child that amount of care and systematic attention which is requisite in order to secure proficiency in these elementary subjects, upon which real progress in all branches of education principally depends.

Arithmetic is now well taught in three-fourths of the schools. In a very small number, six out of 210, there is a marked deficiency. This result may not be deemed satisfactory, considering the practical importance of the subject and the attested competency of the teachers. On the other hand, it must be remarked that fourteen years ago not a single girls' school in my district could pass such an examination as would at present entitle them to be called moderate arithmeticians, and that in the boys' schools at that time a very small proportion, not exceeding one-tenth of those which I inspected, could work sums requiring a real knowledge of principles or exercise of thought. I always conduct the examination of the upper section of schools, both boys and girls, on *paper*. This adds much to the difficulty of the trial, while it secures the accuracy and value of the results.

With regard to the other subjects I do not feel it necessary to make any special remarks. I may, however, say that the account which I gave in a former report of the attainments of intelligent boys of eleven and twelve years of age has been repeatedly tested by myself and the managers of national schools in my district, and is undoubtedly correct. A boy who

leaves a good elementary school at that age, and with those attainments, has certainly a foundation on which it will be easy to raise whatever amount of knowledge may be hereafter requisite for the satisfactory performance of his duties in after life. The education now received by girls in many schools of the metropolis comprises every subject that can be advantageously taught. I might, perhaps, be apprehensive lest the instruction in the English language, geography, English history, and various branches of general information which is now given, might tend to over-refinement of habits and a degree of cultivation incompatible with the discharge of laborious duties, had I not reason to know that the best schools send out a regular supply of young girls whose conduct in service is the best testimonial to the value of their general training. I can bear witness to the fact that the needlework in the schools most remarkable for the proficiency of the girls in those subjects is the best in my district, and that the amount and quality of the religious knowledge is equally satisfactory. Nor can I refrain from stating my opinion, that whatever may be thought of the value of the attainments in themselves, the habits and character formed and developed under the influence of the teachers by whom these schools are conducted are precisely those which are most important to the mother of an artisan's family and to a servant placed in a situation of responsibility and trust. A young woman so educated must be neat, orderly, intelligent, and industrious; she must have a clear perception of the difference between right and wrong, her sympathies will be enlisted on the side of religion and good order; she will be less exposed to those temptations which cause permanent degradation, and her influence upon the younger members of her own family and her fellow-servants will be more powerful and more beneficial than that of an ignorant though not unprincipled girl. There is a great demand for young persons with such qualifications. No lady will choose a girl who speaks bad English, or whose habits and notions are coarse and vulgar, to have the care of her children, or to be her personal attendant. Of all dangers the last to be apprehended is that a large number of girls will not be found who from natural want of ability, or from the circumstances of their parents, receive only that amount of education which may be necessary for the lowest situations of domestic service. At the same time I feel an equally strong conviction that it is expedient, and indeed most necessary, to give a more decidedly practical tone to the education of all girls, and I have always strenuously advocated the introduction of all kinds of domestic employment which managers have found compatible with the

ordinary work of schools. Upon these points I shall have occasion to speak more fully in my report upon the training colleges for schoolmistresses.

I have the honor to be, &c.

F. C. Cook.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports for 1856–7, on Schools inspected by Rev. F. C. Cook, Rev. F. Temple, Rev. J. G. C. Fussell, and Rev. W. Campbell.

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	253	43	8	302	17	3	265	48	5	235	11	1	256	59	—	276	40	1	254	9	4
Simple Inspection	2	8	—	6	3	1	—	6	4	2	6	—	3	6	1	2	8	—	3	3	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 133 (Annual Grants) + 4 Simple Inspection) = 137* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	2,817 4 1	19,491 15 3	12,367 7 10	6,950 10 0	41,626 17 2	1 3 9¼
Simple Inspection	256 8 8	478 18 2	36 7 5	30 0 0	800 14 3	1 2 4¼

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 133 (Annual Grants) + 4 (Simple Inspection) = 137* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	22,493 0 3	3,375 7 3	16,343 4 0	42,211 11 6	1 4 1¼	35,024
Simple Inspection	481 6 0	32 7 7	378 3 5	891 17 0	1 4 10¾	716

* The number of schools inspected during the year was 147; but from 10 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncer*tificated.	Certificated.	*Uncer*tificated.	Certificated.	*Uncer*tificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants	£ s. d. 103 11 2½	£ s. d. 93 17 3¾	£ s. d. 71 15 10½	£ s. d. 49 0 2	£ s. d. 63 19 9¼	£ s. d. 40 12 7
	Simple Inspection	-›	69 12 } 3½	—	45 16 7½	—	40 10 0
Number on which average is taken	Annual Grants	115	13	99	17	22	54
	Simple Inspection	—	2	—	4	—	2
Number provided with house or rent-free	Annual Grants	68	9	68	9	14	21
	Simple Inspection	—	1	—	1	—	—

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children *included* in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	132	42,060	27·69	55·97	8·81	3·95	3·58
Simple Inspection	1	280	100	—	—	—	—

Rev. J. G. C. FUSSELL'S REPORT *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* MIDDLESEX, *in the Year* 1856–7.

MY LORDS,

IN accordance with the suggestion of the principal Inspector of my district, the Rev. F. C. Cook, as sanctioned by your Lordships, I proceed to lay before you a report upon the state of education in those schools the inspection of which, in consequence of Mr. Cook's other duties, has for some time past usually fallen to my share. Considering how much the ordinary work of the district lies in my hands, he has preferred that I should furnish my own remarks upon it.

My appointment as Assistant Inspector to Mr. Cook dates from August 1852. At that time his district comprised the counties of Middlesex, Bedford, Buckingham, and Hertford; but, in consequence of the rapid extension of the work, the three last-named counties were, in the autumn of 1854, withdrawn from his charge, and connected with the new district then formed. A very few words will suffice to show the progress which has since been made. Mr. Cook has recorded in his report for 1853–4, that the number of schools under inspection in the county of Middlesex alone up to the 1st of September 1853 was 163,—103 of which were annual grant cases. There are at this moment upwards of 270 schools under inspection in the county, 208 of them being in the reception of annual grants; and while the number of pupil-teachers on the 31st of October 1853 amounted for the four counties to 406, the number examined during the year ending on the 31st of August 1857 was 726 for the county of Middlesex alone. So decidedly successful has been the operation of your Lordships' Minutes in this important part of the kingdom.

During the greater part of the period referred to above, the advance has been regularly progressive, and is to be ascribed to those ordinary causes which, it may fairly be presumed, will continue steadily to operate. Your Lordships' Minute of 26 January 1856, extending the application of the capitation grant to all parts (urban as well as rural) of England and Wales, is calculated still further to stimulate its progress. The influence of this Minute has already been sensibly felt throughout the greater part of the district, and it may be confidently anticipated that the average advance, for some time to come at least, will be found to equal, if not to exceed, that which has been realized in the five years now past.

During the past year I have inspected 201 schools under separate teachers. The number of children present at inspec-

tion was 22,931. This number would have been considerably larger but for an illness of eighteen days, and the fact that my vacation of the previous year was so long deferred by arrears of work, that it extended twelve days into the year 1856–7.

Your Lordships were good enough to allow my colleague, the Rev. W. Campbell, to assist me on different occasions in the months of February, April, and June. He spent altogether thirty-two days in the district, during which he inspected 4,596 children, independently of those mentioned above.

Condition of schools inspected.

With respect to the actual efficiency of the schoools now under inspection, there is still, beyond all doubt, room for considerable improvement. It is, I think, equally beyond doubt, that the required improvement may be reasonably looked for, and will gradually be accomplished.

Subjects noticed in report.

It will be my duty to notice briefly, in succession, the buildings themselves, their fittings and apparatus, the teachers employed in them, the subjects of instruction, and the attainments of the children.

School fabric.

As regards the fabric, there is in most instances a general suitableness for the purposes required. And if it be borne in mind how large a proportion of our schools were erected before your Lordships' system took effect, it will be seen that considerable skill and liberality have in many instances been exercised in adapting to modern requirements buildings which were constructed with a view to a very different system. In some parts of this great metropolis, indeed, owing to the extreme difficulty in procuring sites, the buildings are far more contracted in extent than is desirable for the welfare of the children, or than the managers themselves approve; but in a very great number of cases they are not only ample in size, but are arranged with every regard to convenience and efficiency. As, however, many cases of the erection of new or improved buildings may be expected, I may be permitted to mention some points to which the attention of managers should be carefully directed. Open roofs are especially to be deprecated, as tending to increased heat in summer, and increased cold in winter. They are also found, for the most part, to involve acoustic difficulties. Every endeavour should be made to secure good ventilation. This, however, it must be confessed, is a matter of no slight difficulty, owing partly to the very nature of the problem, and partly to the expense which any complete system usually entails. The utmost care and thought should be exercised in providing ample light, which, in this region of fogs, is a matter of extreme importance. Lattice windows should be scrupulously avoided. They are in favour with builders as affording a ready means of using up

Errors in construction to be avoided.

odd pieces of glass too small or too imperfect for other purposes; but these imperfections exert a most distressing influence upon the eye and brain of the teacher. But whatever be the character of the windows, they should in all cases be lofty, reaching, if possible, to the very wall plate. As regards the colouring of the walls I need only refer to the careful statements of my colleague, Mr. Mitchell, in his previous reports. No one who has experienced the soothing effect of French grey will hesitate to adopt it.

Fittings. Parallel desks.

The fittings, including especially parallel desks and galleries, are in the majority of instances either creditable or highly satisfactory. I may remark that by far the best desks with which I am acquainted are to be procured at the London Preventive and Reformatory Institution, 237 Euston Road, N.W. Managers ordering them there will have the twofold satisfaction of obtaining a first-rate article, and of furnishing employment to an institution of which it is difficult to speak too highly. Drawings of these desks, together with a list of prices, are given in Appendix A.

Galleries.

No gallery in our ordinary schools should be capable of accommodating, with perfect ease and comfort, more than from sixty to eighty children. It should consist of six or seven rows, with steps of varied height, of from seven to eleven inches rise. Few things are more fatiguing to a teacher than to stand before a steep gallery nine or ten rows deep.

Apparatus; Importance of preserving it in good repair.

The apparatus is usually of good quality. In too many cases, however, I find that it is insufficient in quantity, sometimes from a want of due vigilance in maintaining it in serviceable condition. People forget that "a stitch in time saves nine." Occasionally, the answers which I receive to my inquiries after these appliances, tempt me in very despair to head a foray into some remote corner of a class-room, or into one of those perverse hiding-places which lurk under galleries; and then the truth of the proverb I have just quoted receives striking illustration. Maps originally thrown aside because, though otherwise in good condition, they had lost a ring, and could not, until it was repaired, be hung up on the map-stand; easels, with hinges broken, or, perhaps, only unscrewed; a map-stand condemned for the simplest derangement of its slide; these and much more emerge from their forgotten obscurity, but not as when they were consigned to it. The maps are fretted and torn; the easels splintered or broken, and the map-stand is either hopelessly damaged or is found to require a thorough repair. I need scarcely say that such a state of things is extremely injurious to a school in more ways than one, and would never be permitted, if managers and teachers understood their own interests. A school well pro-

vided with apparatus, under teachers who can use it readily, and who keep it in good working order, will never fail to be appreciated.

Maps. The schools are for the most part fairly supplied with maps. Hitherto, perhaps, the best have been those edited by Mr. Fairbairn, published by Messrs. Chambers. It is to be regretted, however, that they are more coarsely coloured than formerly. The recently published edition of Sydow's maps will be most valuable. I may also mention the Cartes Muettes of Mons. Andriveau Goujon, which can be obtained in London, at Mr. Stanford's, Charing Cross. They are clear and effective. The physical features are well brought out, and only the most important places are marked; while the entire absence of names prevents that crowded appearance which so often impairs effect. A few English maps are thus designed, but it might be well if the plan were more generally adopted. It possesses this advantage, that, the teacher must of necessity have a thorough acquaintance with his subject, before he can attempt to use such maps in the presence of a class.

The high price of globes appears almost entirely to exclude them from our schools.

Map-stands. No school should be without a map-stand. In large schools two at least are required. They are frequently regarded as unnecessary, and the managers are put to serious expense from the injury done to the maps in consequence.

Playgrounds; The playgrounds are, as may be perhaps expected, too frequently but small. Some, however, are of good dimensions, especially those attached to schools recently built, or which are in the suburban parts of the district. In some cases, I imperfectly used; regret to say, they are very imperfectly used. In one instance, the managers seriously consulted me upon the possibility of obtaining your Lordships' permission to dispose of the greater part of the frontage of their playground on a building lease. The importance of playgrounds, when really used, can scarcely be exaggerated. Their influence upon the health of the children is obvious; and they furnish the teacher with an easy and natural means of promoting discipline and moral training. The best teachers unquestionably are those who combine with their other qualifications, some power of making the playground *tell* upon the children. The habitual neglect to avail themselves of its advantages is, and ought to be regarded as, an important defect in their character, and it would be well if some stringent means were employed to call attention to this.

Certificated teachers; As regards the teachers, they have in the great majority of cases already obtained certificates, and a considerable number of those who have not are annually candidates for them. It is a pleasing duty to bear testimony to the character and skill

their advantages; of the great body of certificated teachers in the district. It is true that in some respects they enjoy peculiar advantages. They find, comparatively speaking, but little fallow ground. While, therefore, there is less scope for originality and the exhibition of individual power, the difficulties are also less, and the chances of failure are proportionably diminished. On entering upon the charge of a London school, the teacher finds a machine which is more or less complete in its parts. Organization and discipline, those essentials of success, already exist, and it is far easier to maintain than to introduce them. Everything is going on, and has probably for some time gone on in a well-defined groove. And although too implicit acquiescence in an existing state of things may in some instances be carried to a fault, yet a spirit of restless innovation is an evil far more to be dreaded. It is impossible not to be unfavourably impressed by a teacher who ignores or undervalues the labours of his predecessor.

their difficulties. If, however, the schools of a great city offer peculiar advantages, it is not the less true that they present peculiar difficulties. The children are perpetually changing. Twelve or fifteen months is commonly the limit of their continuance in any one school. Many causes conduce to this:—

1st. The migratory habits of their parents, who are often compelled to shift their place of residence in search of employment.

2nd. Straitened circumstances, brought about by the fluctuations of the labour market.

3rd. Individual caprice, and readiness to take offence at the enforcement of proper discipline.

4th. A rational preference of one school to another.

These and other causes, to which I might refer, generally exist, and must not be forgotten by any of us. We should, however, make a great mistake, if we inferred that the length of time which a child passes in any one school is the measure of his schooling. The truth is usually far otherwise; and the thoughtful teacher will hesitate to conclude that the new comers to his school must have been previously untaught, or even ill-taught.

Assistant-teachers; those of old *régime;* Turning now to the assistant teachers, I find two classes of them. First, those of the old *régime,* who are furnished and wholly paid by the managers, and who have seldom hitherto been encouraged or aided, by training or otherwise, to attain to the higher grades of their profession. We meet occasionally with some of these who are rendering valuable service; in almost every instance, however, to the sacrifice of their own interests. The prospects of employment for untrained teachers are diminishing, year by year. All young persons who are

thus engaged as assistants, not having been pupil-teachers, ought to know that the examination for Queen's scholarships is now open to them, subject to the condition that they be more than eighteen years old. If they neglect to avail themselves of this great boon, they will in all probability find themselves, ere long, doomed to a position of perpetual and hopeless inferiority.

those under Minute of 23 July 1852; their number inconsiderable;

The other class of assistant teachers are those who act under your Lordships' Minute of 23 July 1852. Of these there are but few in the district; nor do I expect that very many well-qualified ones are likely to present themselves. This is scarcely to be wondered at, if we bear in mind the causes which influence those pupil-teachers who, having completed their apprenticeship, seek to become assistant teachers. They are commonly the following:—

1st. A foolish dread of the restraints of the Training College.

2nd. Failure in the examination for Queen's scholarships.

3rd. The pressure of straitened circumstances, whether their own or their parents'.

The number of those furnished by the last class will probably diminish as the operation of the present very liberal scale of payment to Queen's scholars comes to be generally understood by the pupil-teachers themselves; and it is of the utmost importance to bear in mind that it is here only that highly qualified, or even tolerably-qualified, assistant teachers will commonly be found. For, as regards the first class, it will be seen at once that impatience of control is in itself a great moral disqualification for the office of a teacher. And, with respect to the second class, although it is unquestionably true that natural aptitude for teaching is not invariably associated with high intellectual ability, it must not be forgotten that those unsuccessful candidates have already had the benefit of five years' special preparation under their own school-teacher; so that it might fairly be presumed—even if experience had not largely proved that very few indeed of those who possess decided aptness for teaching are in fact unable to pass the examination for Queen's scholarships; and of those who do so *fail*, I am able confidently to affirm that a large proportion would have been spared such disappointment and disgrace had they evinced common diligence in availing themselves of the instruction placed within their reach during the term of their apprenticeship.

suggestions for increasing their efficiency.

A very slight alteration in the present regulations would, I believe, greatly increase the present efficiency of the assistant teachers, and at the same time promote their ultimate welfare. I would suggest, in the first place, that they should be

required to receive regular instruction in some subjects, selected and approved in the same manner as at present—except in the case of those who had already failed at the Queen's scholarships examinations. These should be required to pursue one or more of those subjects in which they had then been found most deficient—great care being taken to place them under none but teachers of proved energy, ability, and experience. Secondly,—That permission to sit for a certificate after three years service as assistant teacher should be withdrawn; and that, as a compensation, they be allowed in all cases the option of receiving one year's training instead of two; the principal of the training college being at liberty, by notice in writing to the Committee of Council, before the 30th of June in each year, to designate any student who has completed three years' service as assistant teacher for examination in the second year's papers instead of those of the first year.

Pupil-teachers.

The pupil teachers employed in the district form a very considerable body. I have held during the past year ten collective examinations (exclusive of one day and a half occupied in drawing examinations), at which 730 pupil-teachers and candidates presented themselves. Some of these acquitted themselves with great credit; there is still, however, on the whole, room for considerable improvement. The difference between the attainments of those brought up in different schools is often striking. It is, of course, impossible wholly to avoid this difference; but it is quite possible to lessen it. The new Broad Sheet has this tendency, as it prescribes more definite subjects for study. This will be a relief to the hardworking, though less gifted pupil-teacher, and will deprive the careless of an excuse of which they have been too ready to avail themselves.

character of their attainments;

Religious knowledge.

With regard to religious knowledge, the subject-matter appears to have been well and carefully taught; but there is too frequently a want of acquaintance with the *text* of Holy Scripture. In some of the best schools in the district large portions are regularly committed to memory by the first class and by the pupil-teachers; and I have tested their accuracy with very great satisfaction. I hope the practice will become general.

Grammar.

Grammar requires increased attention. It is seldom taught thoroughly well; yet few subjects are more calculated to exercise a beneficial influence on mental training. The comparative failure which I have to record here may partly be accounted for by the perplexing variety of text-books, scarcely any two of which entirely agree in their views on the leading divisions of the subject; and it is by no means uncommon to find pupil teachers who have changed their text-books at least twice, or even three times, during the course of their apprenticeship. Mr. Morell's New Grammar and Analysis, published

in 1857, is, in my opinion, superior to anything of the kind which has yet appeared.

Arithmetic. As to arithmetic, the large majority can manipulate freely; and so long as they are not required to travel out of beaten tracks, they acquit themselves for the most part creditably. More than this, however, is justly expected of them. Simple questions, such as the following, ought to be readily solved: "A slow train, travelling 12 miles an hour, starts at 9 a.m. A fast train, travelling 30 miles an hour, starts at 10 a.m. Where will the latter overtake the former, and how long will each have travelled?" Yet most of the pupil-teachers of the fifth year to whom this question was proposed failed to perceive that it is at once reducible to the conditions of an ordinary Rule of Three question.

Professional training of pupil-teachers; facilities for furthering it. The direct professional training of the pupil-teachers is a matter of extreme importance. In this they are commonly less proficient than they ought to be. Either their lessons to the children are not lessons at all (properly so called),—that is, they are examinations rather than lessons, or they are given with little or no express preparation, and with very little, if any, definite aim. Notes of lessons are the exception, instead of being, as they ought to be, almost if not altogether the rule. My attention has been especially directed to this defect during the last two years, and I am happy to report that in many schools much has been done to remedy it. The notes of lessons should be entered in a book and corrected by the teacher before they are given to the class. The importance of this subject is so great, both in its bearing on the pupil-teachers themselves and the schools in which they are employed, that I make no apology for insisting upon it, especially in this district. The schools here are, for the most part, large, with large staffs of pupil-teachers, and are, therefore, most favourably circumstanced for giving such training with the least possible hindrance, and the greatest possible advantage, to the progress of the ordinary school work. Nor is it unimportant to observe that due attention to this particular would facilitate more than, perhaps, any other improvement which can be suggested, the work of our training colleges. Teachers should set this part of their work before themselves as a definite aim. Their immediate motive should be the good of the pupil-teachers themselves. They would reap their reward eventually in the relief of their own labours amongst the school children. At the outset they may fancy they are losing time. This however, will be apparent—not real; temporary—not permanent.

Erroneous view of pupil-teacher system. The pupil-teacher system appears to me to be regarded by some persons in an essentially false light. They look upon

true view; these young people as mere instruments of present usefulness; whereas they are, and ought to be looked upon as *apprentices learning a profession.*

how this may be carried out in practice; A well ordered elementary school is, as has been well observed, itself a training school, and a training school of a very high character. In this point of view no staff of pupil-teachers can be regarded as complete unless it is sufficiently large to admit of one at least being always present with the chief teacher. Such an arrangement will obviously tend to the rapid and continuous improvement of the apprentices. The teacher will have time to observe their teaching, and to draw their attention to his own. The former will afford *himself* means of criticising their work; the latter will furnish *them* with model lessons for their imitation. He may also with advantage, during the hours of special instruction, refer to his own notes of lectures on school management received at the training college. A judicious reproduction of these will give to the pupil-teachers a knowledge of valuable principles at a time when they have such ample opportunity for carrying them out into practice.

importance of their knowing extent of children's powers; Pupil-teachers are by no means sufficiently aware of what a class of children can and cannot do. When they shall have learned this, they will have taken a vast stride in their art. Their work will be telling, *because* it will be well-directed; and the children will be encouraged to attempt what they will quickly perceive to be capable of accomplishment.

and of their being practised in management of a division of their school. Finally, it is desirable that the senior pupil-teachers should be frequently put in charge either of the whole school or of some division of it. They should be responsible during this period to the chief teacher for the due working of that division, treating it, as far as possible, as a separate school for the time being under their care. A system of this kind has been carried out with much advantage at the practising school of the Metropolitan Training Institution at Highbury. These remarks on the professional training of the pupil-teachers have extended to a greater length than I had anticipated; but I am persuaded they are not unnecessary. If teachers in this district will act upon them heartily and intelligently they will find their whole work braced up and invigorated most satisfactorily. We shall gain reality; and reality is the great essential to success.

Children's attainments. Turning now to the children found in the schools, I believe there is no reason to be dissatisfied with their progress; fluctuations in individual schools will often occur from changes of teachers and other local circumstances, but on the whole I am of opinion that the average condition of that large

number of schools with which I am acquainted may invite comparison with that of previous years. It must not be forgotten that additional subjects have from time to time been introduced; that in many schools drawing has taken its distinct place in the time-table; that more time is professedly assigned to the teaching of "common things;" and that the elements of natural science are beginning to receive special and systematic attention. Bearing these things in mind, I cannot but feel that the state of the children's attainments is gratifying. The religious instruction continues to occupy that place to which it is so justly entitled. It is for the most part, well given and intelligently received; in many cases remarkably so. In this case, however, as in that of the pupil-teachers, I am anxious that a fuller acquaintance with the text of Holy Writ should be cultivated. This cannot be done unless continuous portions of it be regularly learnt by heart.

religious knowledge;

Next in importance to religious instruction we must place those indispensable subjects, reading, writing, and arithmetic. Of these the two former are indisputably the most difficult to teach, and as indisputably the most rarely well taught. This arises, I believe, in no small degree from the inadequate standard which both teachers and children have formed in their own minds respecting them,—they are far too easily satisfied with themselves. A very large proportion of the children do not know what good reading is—they are not taught in what it consists, or in what bad reading consists. In too many cases it would be more true to say that the teachers *hear them read,* than that they teach them reading. Very careful and special instruction should be given to the pupil-teachers in this respect. Few things are more painful to me than to see the energies of a young teacher in his class frittered away after this fashion. A child reads a sentence,—he commits gross faults. "Read it again," says the teacher. He reads it again, and, as may be expected, he reads it pretty much as at first. "Read it again;" and so on. It does not seem to enter into the teacher's conception that his own labour, and the child's too, would be immensely lightened, if he would but tell the child what his faults are, and *why* he has to read it again. A teacher who pursues this plan will never have good reading in his class. The children are baffled, confused, and disheartened; and, as a natural consequence, they subside into stolid indifference. It must never be forgotten that the art of reading is an imitative art, and that no teaching of it can be effective unless the practice of furnishing the children with models of good reading be largely resorted to.

reading, writing, and arithmetic.

With respect to the needlework, I regret that it is not in

Needlework;

a work of great difficulty.

my power to make as satisfactory a report to your Lordships as is desirable. The subject is confessedly a difficult one, far more so than superficial observers are inclined to suppose. For the instruction of an ordinary school of, say, 120 children, a large amount of material, and much toil in the way of preparation and superintendence, will be found to be absolutely necessary, if any very profitable results are to be obtained. In some schools, a mistress who is fruitful in expedients may be found to contend pretty successfully with these disadvantages. Comparatively few have, at present, either the energy or the skill fully to accomplish it. Needlework, to be *learnt*, must be *taught;* and it is to a misconception of this truth that failure is too often attributable. The demand upon the teacher's time during this exercise is so great that she finds it extremely difficult to devote a sufficient amount of attention to each individual; she is therefore tempted to perform, with her own hands, work which ought to be done by the children under her careful superintendence.

Consideration of plans ordinarily adopted;

In some instances the children are said to bring their own work for one, two, or more afternoons in the week; the others being occupied in work provided by the managers, often with no very systematic regularity. It is obvious that, whatever other advantages this plan may possess in lightening the labours of the mother of the family, or otherwise, the amount of actual instruction gained by the children is of a very imperfect description; for, as may often have been observed, the parents shrink from exposing to the general gaze the poverty of their children's narrow wardrobes; and thus the best opportunity which such work would afford of gaining proficiency in *mending, darning,* and *patching* is withheld. A certain number of schools—many of them extremely well-conducted—continue what was formerly the favourite practice, and "take in" work, for the most part of a tolerably fine description, for which they receive payment on a certain fixed scale, the proceeds of which fall into the general funds of the school. Many families are in the habit of sending much of their needlework to such schools—fine shirts ready cut out, and sometimes fixed, sheets, towels, and other household linen, to be made and marked; and there is little doubt that, for the purpose which is in these cases mainly kept in view, the plan is an effective one.

their insufficiency;

The question, however, which your Lordships contemplate has a far wider scope. You require a system which shall be generally applicable and shall produce the largest amount of general good. It is most true that the point to be kept in view in our elementary, as in all other schools, is this—How shall

we render the education and instruction they impart most thoroughly conducive to the formation of good and useful men and women? But, then, useful to whom? If the sole end and object of women in this class of life were domestic service, it may safely be admitted that the system of needlework pursued in the schools which I have just described would be, if not the best, at least, a good one. This, however, is far from being the destination of the mass. The question to which we must address ourselves is rather—How shall these children be fitted for becoming good and useful wives and mothers? But very few years are required to transform the light-hearted school girl of eleven or twelve years of age into the toil-worn housewife, engrossed in the absorbing claims of her husband and family. None but those who have laboured amongst the poor of a crowded city can form any adequate conception of the extent to which her energies are commonly tasked in this severe contest. The slightest actual improvidence,—nay, the slightest want of providence, may, and commonly will, place her so far behindhand in the world, as to put it out of her power to regain the lost ground; and yet it is as common as it is painful to observe how many of the wives of the labouring poor spend habitually no inconsiderable part of their earnings in paying others to do for them the needlework which they ought to be able to do for themselves. Many a home is broken up, many a family goes to the poorhouse, because the mother has never learned to perform this most important part of a woman's duties.

considerations to be kept in view in remedying this.

Now, in endeavouring to free them from this disability, we must bear in mind their circumstances. Fine work is clearly not that which will be most useful to them. If we can give them a reasonable familiarity with all the branches of plain work,—if we can teach them to darn, and mend, and patch with readiness and skill,—if we can enable them to master cutting-out to such an extent as is required for the ordinary work of a poor man's home, we shall have rendered to them, and at the same time we shall have rendered to society, a lasting and incalculable service. I believe that by your Lordships' encouragement this may be accomplished—at least, in a large measure. The desiderata appear to be these:—

1st,—A sufficient supply of material;

2nd,—Competent superintendence for the work;

3rd,—A ready means of disposing of it.

It appears to me that the general extension of your Lordships' capitation grants to all classes of schools will readily furnish the means of securing the first of these requisites. Nothing could be more reasonable in itself, or more conducive to the prosperity of the schools, than to *require* a sufficient

part of these grants to be thus expended. The second is a matter of considerable practical difficulty, both from the fact that many of the teachers themselves are far from being proficient in cutting out; and also from the want of greater practice on the part of the pupil-teachers. This difficulty is in the way to be diminished, in consequence of the introduction of cutting-out into the Christmas examination at the training colleges; and in the meantime much may be accomplished by steady and persistent attempts at self-improvement. The disposal of the work, when finished, can only be effectively accomplished by systematic efforts on the part of the managers and teachers. This will, however, I believe, generally suffice to accomplish it. I subjoin in Appendix B. a lively account from a clergyman's wife of the difficulties which she encountered in bringing the needlework of her school into a satisfactory condition; together with a list of the prices at which the finished articles are readily disposed of. The obvious disadvantage under which she laboured from previous ignorance of the subject may, perhaps, encourage others to make a similar attempt.

Industrial schools; their extension must be gradual.

The subject of industrial schools is an extremely interesting one, and valuable results will unquestionably flow from their judicious extension. In order, however, to be judicious, this must, I am satisfied, be gradual. It is from indiscriminate advocacy that the cause has most to apprehend. It would be almost superfluous to remark that industrial training necessarily pre-supposes some specific object upon which industry may be exercised. To train boys to handicraft, or girls to domestic occupation, by mere theoretical instruction, without practical teaching, is a simple impossibility. We may give them much useful information on these subjects,—and this is actually done in almost all our elementary schools by means of the different series of reading-books, large portions of which have been carefully constructed for that very purpose,—but this is all we can ordinarily do. If practice were superfluous, we might hope to teach even needlework by theory. It is one of the trials under which the friends of education must, I suppose, be content to remain,—that the subject has become fashionable. The starting of a new idea calls up a crowd of eager advocates, whose zealous efforts would be of the utmost service but for their impatience of results. No system of mushroom growth has ever yet—so far as I am aware—taken permanent hold upon Englishmen, or effected any permanent good amongst them. All our greatest results have been accomplished by tentative processes; and it is well that it should be so. Let it be granted that our operations lose in brilliancy thereby; they

gain, nevertheless, immeasurably in their deep and solid hold upon the convictions of the country.

General introduction of industrial training into our ordinary schools impracticable at present.

Anything approximating to a *general* combination of industrial training, with the ordinary work of our girls' schools, seems, I confess, to be out of the question at present. The actual school hours are already fully occupied; and a good teacher will always find it necessary to devote much of her time out of school hours to the preparing and fixing of the needlework. It is clear, therefore, we cannot look to her as a possible instructress in cooking or laundry work unless additional teaching power be provided. Whether the principal teacher or her assistant be charged with the industrial part of the instruction, will of course depend on the particular circumstances of the case. Such little practice in housemaid's work as can be found within the limits of the school itself and the teacher's residence is, of course, attainable, provided the consent of the parents can be obtained. This is often extremely difficult, and would not, I am satisfied, be generally given, unless some special inducements could be offered. Apart from this, however, what, after all, is the precise value of such an extent of training? The plan is in operation in certain schools in this district. They either select a few of the elder girls—six or twelve,—and employ them once a week in cleaning, and, perhaps, scrubbing the floors of the school-room, and dusting the desks and furniture, and in blacking the grates of the teacher's residence; or they throw the work open to a much larger number of children—in one instance to as many as forty-eight—upon whom the duties devolve in turn. Even in the former case, the training is extremely slight, and goes but little beyond what they can and would obtain at home; and in the latter it is positively little better than playing at training. The practice is quite defensible on other grounds; for I believe the intercourse which arises out of it is beneficial both to the children and their teachers; but industrial training, in any real and practical sense, it is not. I repeat, therefore, that it will be found impossible to connect this work with our ordinary schools, unless by the employment of an increased staff of teachers, and the expenditure of increased funds.

Industrial schools already existing.

There are already in the district several schools of an industrial character; and to some of them it may be well that I should refer. First, in order of time, I may mention many of the parochial and ward schools, in which a considerable number of children are wholly or partially clothed and instructed. In some instances, too, a certain number of these children are boarded and lodged in the establishment. Where this is so, reasonable provision is at once secured for their being efficiently

trained to service. The parochial schools of St. Andrew's, Holborn, and of St. Dunstan's, Fleet Street, are fair instances of this class. In the Burlington Schools, St. James', Westminster, no children are admitted to the schools without becoming inmates of the house. The present number there is sixty-eight; and the managers are fortunate in having at the head of it ladies unusually fitted for the work. One very pleasing feature in most of these establishments is the interest taken by the managers in the welfare of the children, after they leave the school. They are encouraged to present themselves once, at least, at the end of the first or second year's service—in many cases more frequently; and if they have remained with the same mistress, and can produce a satisfactory character from her, they receive a considerable present in money (usually, I think, 1*l.* 1*s.*); and, in some cases, a further gift of a book, or some article of clothing. These meetings are said to be extremely interesting, as may well be believed, and their influence on these young people's character must be of the very best description.

New cooking schools.

Two schools of an extremely interesting kind have been commenced in London during the past year—the first, the cooking school of Christ's Church, St. Pancras, in connexion with the large National schools of that district; the other, the industrial school of Mortimer Street, under the immediate management of G. O. Pollard, Esq., to whom its existence is principally due. A house near the school has been taken in the first of these cases. The basement story is suitably fitted up for kitchen purposes. On the ground floor is a sort of coffee-room, and a smaller one for private parties. The rest of the house is used for sitting and sleeping rooms. All the upper girls who are old enough to profit by the instruction, and whose parents approve of their doing so, are employed here in turn. The establishment is conducted pretty much as a *traiteur's* would be in Paris. Plain but well-cooked meals can be sent out *for fourpence* each, and many of these have been issued on orders from the district visitors; whilst practice in cookery of a higher class is afforded by the patronage of some of the neighbouring shopkeepers, and of such wealthy residents as take an interest in the success of the undertaking. I visited the school in July last, when the books were produced for my inspection, and I found that the proceeds arising from sales very nearly covered the current household expenses, including therein the whole board of the cook and two girls daily, and the partial board of at least two more girls. I regard this as one of the most interesting experiments that have yet been made; but a full year's work, at least, is required before it can safely be pronounced successful. If one or two of the neighbouring

schools would unite themselves with the Christ's Church schools in the scheme, their joint support would, I am convinced, render success certain. The Mortimer Street establishment is of a different character. It is an elementary school for the instruction of girls, with a kitchen department attached. Mr. Pollard hopes shortly to obtain better premises, in which the mistress and two pupil-teachers will reside. Dinner will be provided daily for eight boys, who constitute the choir of a neighbouring church; and in this manner sufficient practice in cooking will be secured for the industrial girls. The encouraging feature in both these cases is that they proceed on the rational principle of not attempting industrial training without a due provision of industrial work. I would gladly have noticed other industrial schools in the district, and have made some mention of other subjects, especially of Night Schools, which are now, I think, beginning to make progress; but as I cannot do this without further transgressing limits which I have already exceeded, I am compelled to defer my remarks until another year.

I have the honor to be, &c.

JAMES G. C. FUSSELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

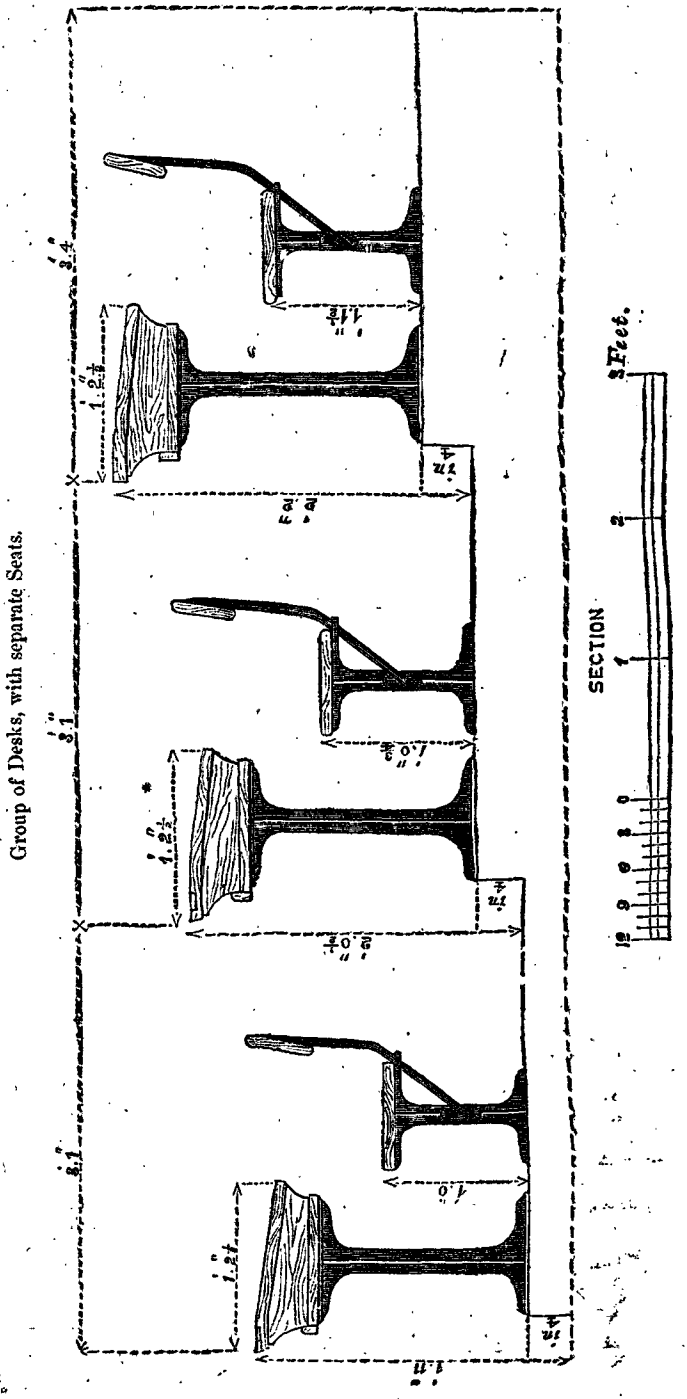
SPECIFICATION and ESTIMATE for GROUPS of DESKS and BENCHES.

The desk top to be of 1¼ inch birch, French polished, 10 feet 6 inches long, with six holes for inkstands and six sunk trays for pens.

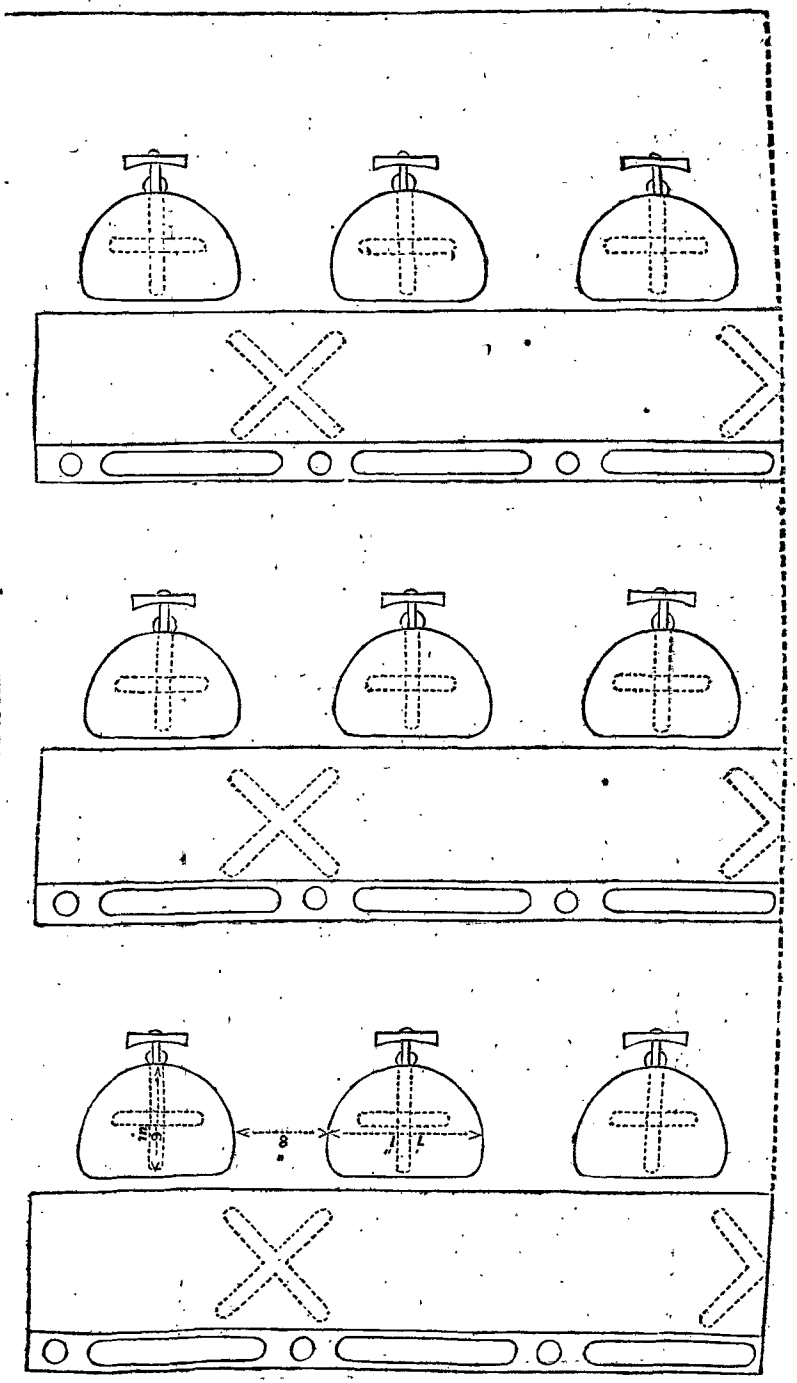
The shelf to be ¾ inch deal, with birch bead at the edge.

The seats and backs to be of 1¼ inch birch, French polished. The standards of desks and seats to be cast iron. The support for backs to be of wrought iron; all well painted in oil.

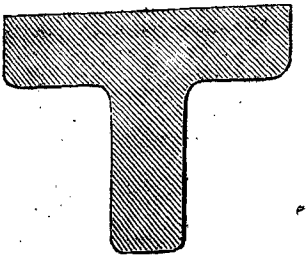
	£	s.	d.
a. Cost of group of three desks, having *separate* seats each, with a back to each seat	12	18	0
b. Ditto, *without* backs to seats	11	6	6
c. Same desks, with benches 7 inches wide, instead of separate seats	10	2	9



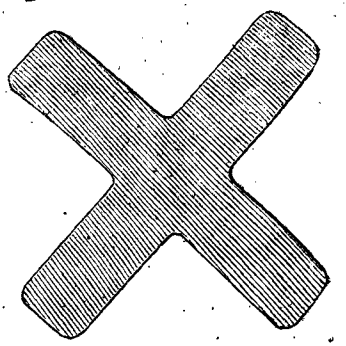
Group of Desks, with separate Seats.



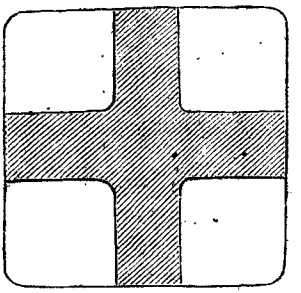
Plan of Half a Group.



Head and Foot.



Standards of Desks.



Standard of Seats.
(*Full Size.*)

APPENDIX B.

MY DEAR MR. FUSSELL, The Vicarage, ——, 23 January 1858.

I DO not suppose that in any school in England needlework could be at a lower ebb than it was at ours five months ago. Years ago, when we first married, and there was a dame at the head, it was very good, and the school was a good deal supported by it, and so it was in Mrs. ———'s time; but, as our present mistress knew little of needlework, by degrees it went down and down, till it came to such a pass that at last the parents spoke to us (having, of course, first, for months and years, grumbled to one another, withdrawn the children in an afternoon, and abused the school and teachers). The needlework then consisted of a few badly made shirts—perfectly unsaleable, which used to lie here when made; dirty bits of hemming, which never became anything; crochet for those who did not sit idle; and sleepy lessons for the boys. We went about, and got help and advice wherever we could, and determined to (not do better, but) do well. The difficulties did really seem insurmountable. How could our mistress help either to cut out or fix, when she had four apprentices to teach for a hard examination, and her school? Yet to keep 80 girls supplied with work was no slight task. I literally toiled from morning till night, neglecting many other duties and overtiring myself. It was all so new and difficult to me. Well, first we made white calico lap-bags and numbered them, and each child's name was entered in the page of a book under a number; then we provided each pupil-teacher with a workbox, stocked with needles, cotton, &c., and a basket to keep the children's bags in. The top of the basket is of wood like a drum, and serves for her table. Then we promised to pay each child for her work; we diminished the time from two hours and a half to one hour and a half, and *the result was increase in quantity* and quality. We got our

beighbours to send us work for our one dozen and a half best workers, and I nought calico, prints, &c., and cut out shirts, shifts, frocks, pinafores, blouses, and let our learners make them, and put a price upon them, according to the quality of the needlework. For shirts and shifts I put on a quarter of the price of the material for profit; for fancy pinafores, &c., a half. For instance:—

	s.	d.
Calico for shirt - - - - - -	1	4
Buttons, &c. - - - - - -	0	1
Paid child for making - - - -	0	3
Profit - - - - - -	0	4
	2	0

At the outset, the children did, first, a piece of white work, and then coloured, as an inducement, for they did not believe in the work, nor their parents either. They thought we could not do it—and some queer mistakes we made; button holes on wrong sides, sleeves put on so small no arm could enter, great Byron collars, &c., and lots of fault they found;—but never say die: so I slaved on. Miss ——— and her teachers come into school, and fix work from half-past one to two; and so do I, so that when the children arrive it is ready for them. In addition to cutting out and fixing in the school, at first, I took home with me daily, at four o'clock, a dozen bags of work to fix or get right, for the mistakes were beyond belief. Things rarely came out what they were intended to be; the whole seam of the shirt sewn up and no armhole left, and the flaps of shirts hemmed wrong side, (and it was not the children's fault, so I used to unpick and get it right, and work up to where the child ought to have been, or she would have given it up as a bad job). And I tormented Miss ———, who behaved beautifully, and did her best, meekly and quietly; and I tormented the pupil-teachers until they were at their wits' end—but I did it; and now our first class work very well and very cleanly. They come in before two, that they may lose no time; for them we take in work, and give great satisfaction. They have made a set of fine shirts, chemises, children's drawers with tucks and embroidery, fancy frocks, and pinafores and blouses. Some of our second class do order work; but for the less forward and the third class I buy calico, and they make poor men's Sunday shirts, shifts, frocks, night-gowns, all cut to the best patterns; so that when they do order work it will only be a change in the costliness of the material. The fourth class make strip petticoats and stays of strips of unbleached calico at 3½*d.* per yard. I tear this into two-inch wide strips, they hem both sides and seam together, till enough is made for a petticoat, and then it is put into a band and sold. At once our boys stared us in the face as a great difficulty. If two apprentices must be out teaching them we could never get on; so we taught them to knit garters, stays, stockings, veils, &c., and pay them too. Then we got Mrs. ——— a hawker's licence, and she goes about with a basket and disposes of my things. I give her one shilling in the pound for all she sells. She was our former dame, and gives me most valuable information, which I could get in no other way; tells me what patterns do not sell; that such and such materials poor people never buy. I could never know this myself. There are no such severe critics in the world as poor people; and till our needlework was workmanlike, we might have spent the wealth of Crœsus on our school, and it would not have prospered as we wanted it, for after all they know what it is worth their while to get for their children,—what pays, in short; and no puffing of ours would make them believe Miss ——— and our school efficient in this respect when it was not.

Now, this has been real toil, literally done in the sweat of my brow; and in many a school the same work has to be done, and who is to do it, if the parson's wife has lots of other duties and the mistress cannot? Of course, to many the difficulties would not be so great as mine were, for I never learnt to sew from having had ophthalmia, and had all to learn myself, as well as teach,—and lots of mistakes I have made. ——— shall make them, too; I will not mother her, or she will have no experience, dearly bought and laid up. I will sacrifice on her shrine calico and print, and let her make mistakes. I know you will not think me vain for my name coming in so often, but I could not put anyone else's, for I did it.

I remain, &c.

SPECIMEN of NEEDLEWORK REGISTER.

No. 2. Mary Besston :—
Begun, October 4, Shirt - - - - - 3*d.*
„ November 6, Frock - - - - - 2*d.*

—— SCHOOL.—TERMS for NEEDLEWORK.

Making,—							s.	d.		s.	d.
A fine shirt (frilled)	-	-	-	-	-	-	1	9	to	2	0
Ditto (plain)	-	-	-	-	-	-	1	4	„	1	6
Ditto (boys')	-	-	-	-	-	-	0	9	„	1	0
Men's coarse shirts	-	-	-	-	-	-	0	6	„	0	10
Boys' ditto ditto	-	-	-	-	-	-	0	4	„	0	6
Fine shifts, with wristbands	-	-	-	-	-	-	1	0		—	
Ditto, with plain sleeves	-	-	-	-	-	-	0	9		—	
Ditto ditto, children's	-	-	-	-	-	-	0	4	„	0	7
Women's coarse shifts	-	-	-	-	-	-	0	4	„	0	6
Children's ditto	-	-	-	-	-	-	0	1	„	0	2
Men's night shirts	-	-	-	-	-	-	0	8		—	
Boy's ditto	-	-	-	-	-	-	0	6		—	
Ladies' night caps	-	-	-	-	-	-	0	3	„	0	4
Ditto long night gowns (frilled)			-	-	-	-	0	10	„	1	0
Ditto (plain)	-	-	-	-	-	-	0	8		—	
Ditto (short)	-	-	-	-	-	-	0	5		—	
Children's night gowns		-	-	-	-	-	0	4		—	
Pockets stitched, each	-	-	-	-	-	-	0	2		—	
Petticoats and slips	-	-	-	-	-	-	0	4	„	0	6
Pocket handkerchiefs	-	-	-	-	-	-	0	0½	„	0	1
Coloured frocks	-	-	-	-	-	-	0	6	„	1	0
Coarse ditto	-	-	-	-	-	-	0	4	„	0	8
Pinafores	-	-	-	-	-	-	0	1	„	0	1½
Aprons	-	-	-	-	-	-	0	1½	„	0	2
Wristbands and collars		-	-	-	-	-	0	1	„	0	1½
Cravats hemmed	-	-	-	-	-	-	0	1	„	0	1½
Fine sheets, per pair (14 yds.)		-	-	-	-	-	0	8		—	
Ditto „ (16 yds.)		-	-	-	-	-	0	9		—	
Coarse „ (12 yds.)		-	-	-	-	-	0	5		—	
Pillow cases, each	-	-	-	-	-	-	0	2	„	0	3
Table cloths, each	-	-	-	-	-	-	0	2	„	0	4
Napkins and towels	-	-	-	-	per dozen		0	4, each		0	0½
Knife cloths and dusters		-	-	-	„		0	3, „		0	0½
Hemming and sewing, per yard			-	-	-	-	0	0¼	to	0	0½
Tucks	-	-	-	-	-	-	0	0½	„	0	1
Button holes, each	-	-	-	-	-	-	0	0½		—	
Marking letters and figures, each			-	-	-	-	0	0¼		—	
„ crests or other devices, each			-	-	-	-	0	1		—	

Needles, thread, or cotton to be paid for, unless sent. The work sent to be cut out. The money to be paid when the work is returned.

Everybody is requested to enclose a list of work sent, and, to prevent mistakes, to give a memorandum, signed by herself, to the schoolmistress, stating the amount, and date when paid, as a check for the treasurer.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. H. W. BELLAIRS, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* GLOUCESTER, OXFORD, WARWICK, WORCESTER, HEREFORD, *and* MONMOUTH.

MY LORDS,

THE general condition of the district presents few new features. The schools in receipt of annual grants are, as a rule, efficient, affording good education to children of farmers and tradesmen, as well as of the labouring classes; the former remaining to the ages of twelve, and in some instances thirteen; the latter to ten and eleven. In these "annual grant" schools, the children in the first classes are able to read fluently and correctly, but with a moderate amount of expression. They write and spell well, have a good knowledge of the elementary rules of arithmetic, simple and compound, and have been instructed more or less, according to circumstances, in the higher rules. In most cases geography and grammar to a limited extent are acquired, with a very fair amount of religious knowledge. In fact, I have no hesitation in stating that these children, as a rule, receive sufficient information, skill, and intelligence, to enable them to educate themselves in any branch of knowledge to which they may turn their attention in after life. The ages of children in these first classes range from eight years old to thirteen; the great bulk of them are about eleven years old, and the majority of them belong to classes above that of the labourer. If we could induce the children generally to remain at school until they obtained the average range of attainments acquired in these first classes, we should have little to complain of. The evil is with those who leave school in the lower classes, or who never attend school at all. Of these I have said so much in former reports that I will add but little here. My convictions as to the difficulty of dealing with this question legislatively do not decrease. I have no doubt that the cost of production of very many of our manufactured goods, of the food we eat, of the clothes we wear, is minutely concerned with it; that it enters largely into the poor-rate question, and into the small comforts and even necessaries of life of the labouring classes, and that no general displacement of juvenile labour, as it exists at present, can be entered upon with success, which does not approximately provide a compensation for the several losses it would entail. Some trustworthy statistics upon the way in which half-time or

Condition of district under inspection.

partial time systems have worked, as regards production and education, are much wanted, and would afford us data, upon which we might speculate with some certainty, as to the possibility of introducing changes in this matter. I have heard it stated at a public meeting, by a person of deserved weight and authority in educational subjects, that a legislative enactment ought to be passed which should subject to imprisonment any parent who did not send his child to school; and, at the same time, that the religious bodies might be trusted to erect and support schools sufficient to enable the executive to enforce an enactment of that kind. My impression is that such an act as that, if passed and attempted to be carried out, would produce a national commotion not much less dangerous than that which attended a poll-tax.

Progress of education in several points:

Admitting, however, as one very properly may, great deficiencies in these classes of children of which I have spoken, I feel bound to state that there is a marked progress going on in the district, and that this progress appears to be still far from its highest point. The annual-grant cases increase; schools under simple inspection improve; there is a growing feeling in favour of educating the poor; local associations are being formed; the clergy are more active; and the children of this generation are unquestionably far better educated than those of the last, whether we look at their religious knowledge, their moral training, their general intelligence, or their attainments in secular subjects. I have tried lately to contrast the existing state of elementary education, in this district, with that in which I found it when I first entered upon the office of Inspector of Schools, in the month of March 1844; and the progress certainly appears to me to be very striking. At the period to which I refer, the condition of the school buildings throughout these counties was, with few exceptions, very imperfect. The extent to which improvements have been made may be partly seen from the following table, showing the number of separate grants which have been made for the purposes of erecting and improving school buildings since that period:—

School buildings;

Gloucestershire	135
Oxfordshire	32
Warwickshire	96
Worcestershire	72
Herefordshire	36
Monmouthshire	23
	394

Of 461 school buildings reported upon in this district in 1857, 426 are excellent, good, or fair; 20 moderate; and only 15 imperfect.

There was then no training college in existence in the kingdom. There are now five in this district alone, in which the aggregate number of students who had passed in 1857 was 812, as follows:— Training colleges;

Cheltenham, Male	394
„ Female	485
Culham	119
Fishponds	27
Saltley	87

There was then not one teacher who had been professionally trained. The teachers for the most part were ignorant and unskilful persons, who in very many instances were appointed simply because they were disqualified for other employments. During the past year, the number of certificated teachers reported upon in this district has been 268, with 611 pupil-teachers. Teachers;

The improvements in the attainments and intelligence of the children has been not less striking. I think I speak within the limits of truth in saying that, in 1844, there were not half a dozen schools in the whole of these counties which would have come up to our present standard of excellent, good, or fair, in any single subject of instruction, with the exception, perhaps, of penmanship. In the summaries of 1857 I find, in 371 schools, the subjects taught as follows:—Holy Scriptures, excellently, well, or fair, in 291; the catechism, in 261; reading, in 228; writing, in 274; arithmetic, in 140; geography, in 208; grammar, in 152. These facts meet one when inclined to despond at the great short-comings, and the many difficulties, which unquestionably stand in the way of a state of general efficiency. And I certainly think that they ought to make us thankful for the past and sanguine for the future. Children's attainments

Of the promising signs in the district, I would mention that of increased local organization, as among the most important. The development of local resources and the increase of local organization are points which I have ever had in view, convinced as I am, on the one hand, that these are the only means which can safely be depended upon for carrying out such a system of education as that which this country has adopted; and, on the other hand, that, unless these means be fairly brought out, the pressure upon the Committee of Council will be greater than it can bear, and end in a complete disruption of the present system. and local organization.

On the grounds last stated, I am glad to be able to bring before your Lordships some of the local operations in the district. In my last report I spoke favourably of the effects of the Worcester Diocesan Board, in the inspection and examination for prizes. I have reason to believe that, during the past year, Diocesan Prize-scheme Associations

the efforts of this Board have been crowned with no less success than before. In the archdeaconry of Worcester the money prizes given, in each of the districts into which the archdeaconry is divided, were as follows:—

	Candidates.	Classed.	£	s.	d.	£	s.	d.
Kidderminster	157	138	122	5	0	257	5	0
Worcester	156	135	85	12	6			
Stratford	81	77	49	7	6			

In the Coventry archdeaconry 344 candidates presented themselves for examination, of whom 96 received prizes for general and special subjects, and 30 for needlework. In the dioceses of Oxford, Hereford, and Llandaff, the Educational Boards are increasing their exertions; and in the diocese of Gloucester and Bristol a plan is in process of formation which will embrace prize schemes and other means of improvement. But, in this work of local effort, Birmingham has taken the lead during the past year. The Educational Association formed last year has been engaged in collecting a large mass of facts upon which to ground future proceedings, and has instituted a prize scheme conducted by members of its own body, who held their first examination in December last. 121 candidates were presented, of whom 39 were successful. The statistical committee of this Association has published an interesting report, from which it appears that, "in respect of "males, the largest number who receive daily education is "62 per cent. between the ages of seven and eight, 61 per "cent. between eight and nine, 45 per cent. between nine "and ten, and 41 per cent. between ten and eleven; and that "between eleven and twelve the school attendance diminishes "to 17 per cent., and between twelve and thirteen to 10 per "cent."

Recent movement in favour of middle-class education, in connexion with Universities of Oxford and Cambridge.

To the Birmingham Association, also, belongs the merit of taking the first step in a movement which, I believe, will prove to be a most important one in improving the general education of the kingdom. On the 14th of April, I had the honor to attend one of the committee meetings of this Association, and to bring before it the subject of middle-class education in connexion with the universities. This subject I had previously discussed with my colleague, the Rev. F. Temple, and was furnished with a letter from him, containing his views as to the plan best adapted to carry out our object (*see Appendix* B.) This letter I read to the meeting, and upon it a resolution was founded, of which the following is a copy:—

"This Committee, having heard the remarks of Mr. Bellairs and Mr. Temple's letter, beg leave to apply, through these gentlemen, to the University of Oxford, to consider the subject of middle-class education, with the view of providing remedies for existing defects; and, in case the University should see fit to adopt the suggestions

made by Mr. Temple in his letter to Mr. Bellairs, dated 11 *April* 1857, *and to send an examiner to Birmingham, this Committee pledges itself to use its best exertions to secure candidates and to provide the necessary accommodation.*"

Whatever may be the results of that movement, this resolution ought at all events to be considered the ostensible basis upon which they stand. In conjunction with Mr. Temple and Mr. T. Dyke Acland, who has taken great pains and feels the deepest interest in the question of middle-class education, I went to Oxford, as the representative of this Association, with the above resolution. Supported by other memorials from different parts of the country, our application was favourably received by the Committee of the University authorities appointed to treat with us on the subject, and was referred by them to the governing body at large, by whom it was also received with favour. This same resolution, with the necessary verbal alterations, I had afterwards the honor to present, in conjunction with Mr. Temple and Messrs. Chance and Sargent, members of the Committee of the Birmingham Association, to a Committee of the Senate at Cambridge. Our reception was favourable; and I trust that Cambridge will not refuse that boon to the country at large which the sister university has so handsomely proffered. I am unwilling to leave this subject without expressing my opinion upon the intimate connexion which subsists between the education of the middle and the labouring classes of this county, and the great advantage which the Committee of Council on Education may expect to derive from this movement. If it be true, as I have assumed it to be, that the working out of any system of elementary education must be by local agency, it is evident, I think, that fair progress and ultimate efficiency must depend, in a very great measure at least, upon the way in which the local agents themselves, who are to work the machinery, have been educated. It is notorious, I fear, that the middle classes in this country, from whom this agency to a great extent may very fairly be expected, are imperfectly educated, and the consequence is that they, not only afford little or no help in the work of elementary education, but, in many cases, are its greatest opponents. If then this extension of university influence produce these effects, which we may reasonably expect them to produce, we shall have that local agency which we now need, and the want of which we so much deplore.

Movement advantageous to operations of Committee of Council on Education.

With regard to the advantages which will accrue to the Committee of Council on Education from this movement, if successful, I would mention, first, the relief that will be experienced from a pressure, which was daily growing greater, for the Committee of Council to undertake the improvement of

middle-class schools,—a work for which, with all submission, I conceive that the Committee would be, by its constitution, ill fitted; and secondly, the great advantage that the Committee will derive, in all its legitimate operations, from finding, throughout the country, a well-educated middle class competent to discharge those local duties in their schools which properly devolve upon them.

Prize-schemes in mining districts.

In connexion with the efforts at local organization within my district, I must bring under your Lordships' notice the prize-schemes in South Wales, in whose working, in conjunction with my colleague, Mr. Bowstead, I have been engaged, by the Lord President's direction. The three Associations in South Wales, for awarding annual prizes among the elementary schools of their several districts, are—the Monmouthshire Association, which subscribed this year for prizes 116*l.* 11*s.*; the East Glamorganshire, with a subscription of 99*l.* 2*s.*; and the West Glamorganshire and Caermarthenshire, with a subscription of 100*l.* 2*s.* The examinations for the prizes of these Associations were held by Mr. Bowstead and myself, in July last, and were attended by more than 500 candidates. Of the effects of these examinations, upon the children and their parents, it is premature to speak yet; but a considerable amount of interest was certainly excited by them, as was evinced by the number of influential persons who attended the meetings for the distribution of prizes. These meetings were held at Newport, Cardiff, and Swansea, and were presided over respectively by the Bishop of Llandaff, by Mr. Henry Thomas, the Chairman of the Glamorganshire Sessions, and by the Bishop of St. David's. The importance of increasing interest on the subject of elementary education, or indeed, as one may more properly say, of creating public opinion in its behalf, in such a country as Wales, it is not easy to overrate. When that favourable opinion shall be fairly established, I have little doubt of an improvement in the Principality correspondent, at all events in some extent, to that which has taken place in England; and this, in spite of the religious differences which prevail, and the great poverty of the ecclesiastical endowments in that part of the kingdom.

I have the honor to be, &c.

H. W. BELLAIRS.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. H. W. BELLAIRS, REV. J. W. D. HERNAMAN, AND REV. W. W. HOWARD.

SUMMARY *a.*,

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children						
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	298	105	91	73	132	18,809	14,984	16,774	12,881	49,547	268	611
Simple Inspection	63	6	9	14	45	1,781	1,940	1,164	1,173	4,197	–	–

Per-centage of Children on *School Registers*

(1.)—Aged

——	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	8·43	8·35	9·68	12·39	13·7	12·23	11·15	9·42	6·39	4·44	2·45	1·37
Simple Inspection	12·2	10·82	12·	11·79	11·09	11·03	10·99	7·32	5·34	3·67	2·81	·94

(2.)—Who have been in School

——	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	44·12	20·89	15·15	9·35	5·47	5·02
Simple Inspection	36·06	21·94	15·93	12·9	5·54	7·63

SUMMARY *b.*

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 388 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	319	52	271	20	39	20	9	12
Catechism	317	52	240	21	38	17	19	14
Reading	323	52	209	19	95	20	19	13
Writing	319	51	246	28	62	20	11	3
Arithmetic	319	51	134	6	96	14	89	31
Geography	232	28	200	8	66	9	16	11
Grammar	237	18	146	6	59	6	32	6
History	119	6	71	1	35	3	13	2
Music from Notes	26	1	22	1	3	—	1	—
Drawing	29	1	23	—	6	1	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	373	13	8	361	22	5	318	39	34	274	45	7	323	53	16	327	47	19	268	20	3
Simple Inspection	53	7	7	38	19	4	39	16	14	30	14	6	36	21	10	34	21	11	–	–	1

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 239 (Annual Grants) + 31 (Simple Inspection) = 270* of Schools enumerated in Summary *a*.										Average Income per Scholar in Attendance.†
	From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.			
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.
Annual Grants .	2,327	7	0	12,536	17	3	8,960	14	7	3,281	9	7	27,106	8	5	0 18 11$\frac{1}{10}$
Simple Inspection	157	15	1	884	3	4	410	6	9	180	13	8	1,632	18	10	0 15 11$\frac{1}{2}$

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 239 (Annual Grants) + 31 (Simple Inspection) = 270* of Schools enumerated in Summary *a*.									Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.			Books and Apparatus.			Miscellaneous.			Total.				
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.	
Annual Grants .	19,944	14	7	2,213	10	2	6,524	8	6	28,682	13	3	1 0 0$\frac{1}{2}$	23,568
Simple Inspection	1,385	12	10	96	11	7	287	0	5	1,769	4	10	0 17 3	2,049

Summary *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters		Schoolmistresses		Infants' Schoolmistresses	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	86 19 11	58 0 3$\frac{1}{2}$	60 7 8$\frac{1}{2}$	32 5 6$\frac{1}{2}$	53 5 1$\frac{1}{2}$	32 0 6$\frac{1}{2}$
	Simple Inspection	—	38 18 8$\frac{1}{2}$	—	26 1 2$\frac{1}{2}$	—	30 10 6$\frac{1}{2}$
Number on which average is taken	Annual Grants .	152	34	97	50	19	41
	Simple Inspection	—	20	—	22	—	7
Number provided with house or rent-free	Annual Grants .	104	19	55	28	9	15
	Simple Inspection	—	8	—	9	—	4

* The number of schools inspected during the year was 61; but from 191 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	208	31,952	44·17	37·34	13·3	3·37	1·82
Simple Inspection	18	1,311	75·67	20·75	2·21	·46	·91

APPENDIX B.

MY DEAR BELLAIRS, 11 April 1857.

THE education of the middle classes in England appears to me to suffer from two causes. The schoolmasters have no guide to direct them what subjects they should teach, or how they should teach those subjects; the parents no guide to direct them what schools they should prefer.

Every one who knows anything of education knows how fatal the former deficiency must be. Without any definite aim, or, if he makes an aim for himself, without any recognised means of testing his own methods of attaining it, the schoolmaster in this class of schools flounders from one mistake into another, or persists year after year in a false system, depending for his bread, not on hard work and honest endeavour after excellence, but, on plausible appearance and skilful puffing. The parents, meanwhile, though they certainly know enough about (if not of) education to desire it for their children, are constantly misled into preferring showy useless acquirements to solid knowledge and real cultivation.

These difficulties would at once disappear if some body capable of commanding the confidence both of teachers and parents were to undertake the task of guiding and testing the work done in these schools.

I think that the University of Oxford might do this, and do it well.

I should propose that the University should appoint a Board of Examiners to examine all boys, from whatever rank, and however educated, who might choose to present themselves, and should grant to all who passed some such title as that of Associate in Arts. (A.A. to rank as it were below our present B.A.)

This examination should have two grades; one taking a standard fairly within reach of boys of 15 for junior associates, the other taking a standard to correspond with the age of 17 for senior associates.

The examination should consist of—

1. A preliminary examination in
   a. Writing from dictation, arithmetic, parsing, general geography, for all.
   b. Religious knowledge for those whose parents did not object.
2. Four schools:—
   a. The School of Languages; to include French, German, and the elements of Latin.
   b. The School of English; to include English literature, English history, and geography.

c. The School of Mathematics; to include practical mathematics and drawing.

d. The School of Physics; to include the elements of the mechanical, chemical, and physiological sciences.

Every candidate should pass through the preliminary examination, and also one of the schools.

Honors should be granted in a class list of those who did well; a pass without honours to those who did satisfactorily, but no more.

The examinations should be held annually in Oxford. But an examiner should be sent down, with the same papers as were being set at the same time at Oxford, to any place where the gentry and local authorities desired it, and were willing to pay the additional expenditure incurred in hiring rooms for the examination, &c.

Every candidate should pay a fee (say 5*s.*) for admission, and every candidate who passed should pay an additional fee (say 2*s.* 6*d.*) for his *testamur*.

Your's faithfully,

(Signed) F. TEMPLE.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. F. WATKINS, B.D., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* YORK.

MY LORDS,

IN presenting another yearly report to you on the state of Church schools in Yorkshire, I have to speak of a state of (not inactive) repose rather than of striking progress. The work of inspection has not been quite so full as usual, chiefly on account of the long-continued illness of my colleague the Rev. A. R. Grant, whose removal to a southern district, as well as that of my other fellow-labourer, the Rev. W. W. Howard, on account of his wife's health, I have much reason to regret. Your Lordships have filled up their places by the appointment of the Rev. T. W. Sharpe and Rev. R. Temple, as Assistant Inspectors in my district, from both of whom I receive the same hearty aid, and in both of whom I recognize the same intelligent devotion to work which has always distinguished my fellow-labourers in this great field of education. An account of our joint work is drawn up in an appendix to this report (*see Appendix* B.), as well as of the employment of our time in the different branches of it. A special report on each school inspected is given in the tabulated reports, which are printed separately, that they may be circulated as early as possible in each Inspector's district. Preliminary Remarks.

I have spoken above of the year's inspection as testifying rather to a state of repose than of progress. I observe this in many particulars, in the smaller than usual increase of certificated teachers, in the modicum of assistants, in the decrease (though only by one) of pupil-teachers, in the rather smaller number than heretofore of schools added to my list (a catalogue of which for the year will be found in the Appendix B., *Table No.* 3,) in the fewer localities than ordinary in which new schools are in the course of erection, in the more limited school income of those schools which have been inspected, in the want of improvement (to any perceptible amount) in the age of school children, or in the length of their stay at school,—in all these points, except perhaps the last, it cannot be said that there is any progress during the last official year in Yorkshire. On General state of district.

the other hand, it must be observed, that there is as yet little, in some points hardly any, retrogression, not more than may easily be accounted for by temporary and local causes not affecting the general state of education in the county. And there is no doubt that the condition of the schools under inspection is much better in all respects (except that of age) than it was a few years since, and that though it may be difficult to measure year by year the exact amount of progress and improvement, yet it is obvious, in looking back over a period of five or ten years, how much ground has been gained in the instruction (at least) of the working classes, and how many signs there are that, though much is yet left undone, if not unattempted, yet much also has been done and is doing year by year for their benefit. Nor is the last year of inspection without its satisfactory results. If the intellectual status be not in all cases such as we could wish it, yet there are comparatively few cases of the very low standard which was not uncommon awhile ago in our village schools,—fewer in the last official year than in the year before it. There are comparatively more schools that rank on the higher than on the lower side of the measure. The last year also bears good witness to the improvement of school-rooms, their better furniture, and apparatus, and in many cases to attempts, not always successful, at improved ventilation. Among the good points also of last year's inspection, I may reckon the increase (about 7 per cent.) of the number of certificated teachers in Yorkshire, and a rather larger and more regular attendance of children at school.

Age of children.

Still the great educational evil,—the small age of school children, which I have pointed out to your Lordships for fourteen years successively,—remains the same. As will be seen from the Table below (of age) there is hardly any appreciable difference between this year and the last in this respect. There is, indeed, a fractional improvement, but this is all:—

TABLE of AGE.

—	Under 4 Years of Age.	From 4 to 5 Years.	From 5 to 6 Years.	From 6 to 7 Years.	From 7 to 8 Years.	From 8 to 9 Years.	From 9 to 10 Years.	From 10 to 11 Years.	From 11 to 12 Years.	From 12 to 13 Years.	From 13 to 14 Years.	Above 14 Years.
1856 -	7·09	8·18	10·06	11·51	11·87	11·67	11·49	10·19	8·24	6·05	2·45	1·2
1857 -	6·605	8·345	9·805	11·95	12·005	11·295	11·075	10·325	8·385	6·285	2·58	1·345
Mean per centage for Great Britain -	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14

The state of the case is perhaps more clearly seen by the arrangement of the following Table :—

Years.	Under 7 Years.	Under 10 Years.	Above 10 Years.
	Per Cent.	Per Cent.	Per Cent.
1856 - - - -	36·84	71·87	28·13
1857 - - - -	36·69	71·08	28·92
Mean per-centage for Great Britain - - -	33·96	70·40	29·60

School-stay of children.

At the same time it would appear from the Table below that the school-stay is lengthening :—

——	1856.	1857.	Mean per Centage for Great Britain.
	Per Cent.	Per Cent.	Per Cent.
Children in school less than 1 year - - -	47·54	40·945	42·02
„ who have been 1 year - - -	21·54	24·905	22·65
„ „ 2 years - - -	13·8	14·32	15·14
„ „ 3 „ - - -	8·07	10·015	9·72
„ „ 4 „ - - -	5·03	5·555	5·78
„ „ 5 „ and upwards -	4·02	4·26	4·69

But when the return for the year is analysed and a separate return made for the schools receiving annual grants, *i.e.*, those schools in which either certificated teachers or pupil-teachers, one or both, are employed, and for the schools under simple inspection which, with very rare exceptions, are of a lower class, and at a lower standard of attainments than the others, then the reason of this apparent improvement, if such it may be really called, becomes plain and is curious enough.

1857.

Schools receiving Annual Grants.	——	Schools under Simple Inspection.
Per Cent.		Per Cent.
47·55	Children in school less than 1 year - - -	34·34
22·09	„ who have been 1 year - - -	27·72
13·1	„ „ 2 years - - -	15·54
8·42	„ „ 3 „ - - -	11·61
4·71	„ „ 4 „ - - -	6·4
4·13	„ „ 5 „ and upwards -	4·39

Here there is a perceptible difference. It is plain that more children stay two, three, and four years in the bad school, (speaking comparatively), than in the good one. And why is this? Because in the good school they more quickly reach that maximum (really a minimum) of attainment which their parents require, with which they rest satisfied, to which they never in their day attained themselves, and to which, therefore, they condemn their children. In the good school the elementary

subjects, the time-honored "three R's, reading, writing, and arithmetic," are easily and rapidly mastered, and whenever this be done, at however early an age, at nine, eight, or even seven years of life, then school-age is past, and work-age is come. It is unsatisfactory certainly to be convinced that the better a school is, the shorter time will children stay in it. But there is no doubt of this truth with regard to the children of the working classes, of day-labourers, whether in the mill or in the field, at the loom or with the plough. The children that stay for a longer time at our good National schools are, with few exceptions which may easily be accounted for, the sons and daughters of farmers and shopkeepers, of clerks, warehousemen, servants in good situations, and of skilled mechanics. Among many instances which I could mention I give a very striking one in the case of Croft school (*see Appendix* C.), which, without any discredit to or disparagement of the rest, may fairly be called the best village school under inspection in Yorkshire, I speak of boys' schools only. There it is found that "the children of farmers and artizans seldom leave "the school till they are between thirteen and fourteen years "of age, and there are generally a few in the school whose "ages exceed fourteen; the children of labourers rarely con- "tinue in the school longer than three years, many not longer "than one year." Of the last twenty boys who left the school after being for some time in the first class, twelve belong to the classes of society which I have mentioned above; and of the remaining eight, who are the children of day labourers, it will be seen by reference to the report on the school (*Appendix* C.), kindly furnished to me by Archdeacon Dodgson (to whose letter and the suggestions contained in it I wish to draw particular attention), that they have been kept there for special purposes:—Two, that they may become pupil-teachers, one to be qualified for a railway clerkship, another to become a chemist, another a machine-smith, the sixth a draper, the seventh and eighth to be wheelwright and carpenter respectively; so that of the whole twenty only two can be said to represent either by their parentage or future position in life the class working for daily wages.

Educational paradox.

There is, I believe, no doubt of the great educational paradox, that the better a school is the shorter time do children of the working classes stay in it. There is also another paradox in education which is worthy of notice, that, as a general rule, the better a school is the less the children pay for their schooling in it. This is proved clearly by the Summary (*f.*) of school fees, with which I have been furnished by your Secretary. A reference to it will show that in

schools receiving grants, *i. e.*, with certificated teachers and apprentices,—

76·42 per cent. of children pay less than 3*d.* per week;
6·44 „ pay 4*d.* or more;
1·33 „ pay a higher fee than 4*d*;

whilst in schools under simple instruction, *i. e.*, without certificated teachers and apprentices,—

69·13 per cent. pay a less fee than 3*d.*;
15·25 „ pay 4*d.* or a higher fee;
8·37 „ pay the highest fee (above 4*d.*)

Comparison of schools receiving annual grants, and those under simple inspection.

Now as there can be no doubt as to the comparative goodness of these two classes of schools, the one being as I shall show (in the annexed table) far above the other in attainments, in discipline, and indeed in all points which make and mark a good school, it follows that children pay more for their attendance at comparatively bad than comparatively good schools:—

TABLE of SCHOOL ATTAINMENTS and CIRCUMSTANCES.

Subject.	Well done.		Moderately done.		Ill done.	
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
Holy Scripture	81·	53·5	17·6	32·5	1·	14·
Catechism	73·6	54·	22·3	31·5	·4 nearly	14·5
Reading	76·6	61·	22·5	37·	1·	2·
Writing	84·	70·5	15·	27·5	1·	2·
Arithmetic	72·	50·5	24·	31·5	4·	18·
Geography	65·	32·5	31·	48·5	4·	19·
Grammar	50·5	30·5	42·	40·5	7·5	29·
History	48·5	19·5	37·5	55·5	14·	25·

—	Good.		Moderate.		Bad.	
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
School Premises	88·8	78·5	10·6	19·5	·44	2·
Furniture	95·	83·7	5·	15·7	0·	·6
Books	90·	57·8	8·75	30·7	1·25	11·14
Discipline	92·5	63·2	6·9	32·5	·6	4·3
Apparatus	89·2	58·9	9·6	27·6	1·1	13·5

Certificated teachers.

I have, as I before observed, to report an increase of certificated teachers, not so great as last year, but sufficient to mark decided advance in this respect. The numbers stand thus for the last five years:—

1853.	1854.	1855.	1856.	1857
223	235	264	309	331

So that the increase until the last year has been almost uniformly progressive. I am unable to account for its halt

this year, but regret its occurrence, as, whatever may be the temporary (for I trust that they are only temporary) effects of more intelligent instruction in shortening the school-stay of children, there can be no doubt of the greater and more permanent effect produced on the child's mind under the tuition of a well qualified and certificated teacher. It is obvious that in a few years the teachers of all schools under inspection will be holders of certificates of merit. Their number is already very considerable, and it is increasing every year. Their position, therefore, is one not only of professional, but of national importance. Is it now such as it ought to be socially and pecuniarily? The latter point, in a country like England, will decide the former. How stands the question of salaries? The following table will show what the state of the case is in Yorkshire, in which county I have good reason for knowing that we have amongst our teachers both men and women who are surpassed by none in Great Britain in intellectual attainments, professional skill, in excellence of moral and religious character, and in hearty devotion to their work:—

Salaries of teachers.

TABLE of TEACHERS' SALARIES in YORKSHIRE.

	1855.			1856.			1857.		
	£	s.	d.	£	s.	d.	£	s.	d.
Certificated Masters - -	88	1	8	88	12	5½	87	19	8¾
Uncertificated Masters - -	49	9	3	48	14	9½	49	19	2½
Certificated Mistresses - -	64	3	0	63	9	9½	62	17	3¼
Uncertificated Mistresses - -	27	0	0	37	17	1½	32	2	3¼
Certificated Infants' Mistresses -	58	19	9	65	16	9½	60	19	11½
Uncertificated Infants' Mistresses	30	8	0	28	16	1½	31	11	7½

I do not think that this table points to a satisfactory state of this important question, for it must be borne in mind that the sums specified in it include Government grants and all professional sources of income. And to what do they amount in the case of a man who has had a thoroughly good but inexpensive education, who has very frequently a wife and young family to support, who is by the letter of the law under which he lives (your Lordships' Minutes) precluded from any employment by which he might add something to his income, and who is expected to live, to dress, and to conduct himself as a gentleman,—I do not mean the gentleman of the fashionable world,—but the man of cultivated mind, of respectable position, and of unembarrassed circumstances. All that he receives is less than 90*l.* per annum; a sum not equal to that which is won by the brawny arm and hard hand of many a day-labourer in our Yorkshire ironworks;*

Position of teacher.

* I find that in some of the ironworks in this neighbourhood (South Yorkshire) at the beginning of the present *strike* some of the men were earning 14*s.* per day.

which is much below the salary of clerks of divers kinds, whose attainments are much inferior to his own, and which places him on the same pecuniary level with the butler or valet in a gentleman's family. Nor is even this income assured to him. A considerable portion of it is conditional, not even dependent on his own conduct or actions, but on the conduct and actions of others; of the pupils whom it is his duty to instruct, of the managers whom he must propitiate, and of the Inspector whom he is bound to satisfy. This uncertain tenure of a scanty stipend must needs be very galling to a sensitive spirit, such as, from his peculiar and isolated situation, that of a schoolmaster too often is. In addition to all this, he has little or no professional prospect. There are not in his calling any of those prizes with which the labour-field of other professions is studded and almost sparkling, and to which men of all classes really look forward, and look up more than they would like to confess; more, probably, than they themselves are aware. The scholastic profession in elementary schools is almost a dead level, at the best a dull table-land, which, when you have once surmounted you have no other rise before you, and look forward only to going down wearily at its end. I am speaking of it in its common worldly point of view, which is really that by which all professions are judged in the market, by which they draw to them men of thought and energy, character, and talent, and by which they are characterized fairly enough as "good" or "bad." It is most unreasonable to expect in schoolmasters higher and less selfish motives than those which influence the lawyer, the physician, the literary man, and the clergyman. Open to them an honourable career, and they will speedily and rightly avail themselves of it.

It is true that an average salary of 87*l.* 19*s.* 8¾*d.* represents, in fact, a much larger salary for some of the crowd from which the average is taken. It is true that there are schoolmasters in Yorkshire who are in the receipt of more than double this sum, but they are "few and far between;" and every one who thus stands on an eminence above the rest, necessitates one or two brother schoolmasters at a corresponding depression; indeed, at what one may almost call the zero-point of respectable life. I cannot, therefore, look upon this return of schoolmasters' salaries with any feeling but of deep regret, and at the same time of misgiving, that unless some other and far more copious means of supply be discovered their salaries in Yorkshire have reached the maximum. I cannot observe their steady adherence to a sum not varying in three years more than a few shillings, without suspicion of its cause. And I believe, further, that the constantly

increasing supply of material from the training colleges will soon surpass the demand, and then, in the language and according to the law of the market, "prices must fall."

Position of school-mistress.

Much the same may be said, also, of school-mistresses, though their average salary is comparatively better than that of the masters. Their incomes, from some cause or other, seem, however, to be more liable to fluctuation, and more uncertain, which is, as everyone knows, a very great evil. A glance at the table will show also the great disparity between the salaries of certificated and uncertificated teachers, which may briefly be described thus:—The salary of uncertificated masters varies from 51 to 55 per cent. of that of his certificated brother; of the schoolmistresses the variation is from 42 to 56 per cent.; and of the infants' mistresses, from 43 to 51 per cent.; so that the difference of the pecuniary position between those teachers that have certificates of merit and those who have not is very great indeed, amounting to nearly a half of the whole income. I am not disposed to regret this circumstance, but on the contrary to consider it as one proof out of many of the better appreciation by the country of the real value of the Government certificates, that they are well and carefully given, and that their holders are, as a body, better qualified in all ways for the important work which they have to do. At the same time it must not be supposed that the whole difference between the two sets of salaries (of certificated and uncertificated teachers) is made up by grants from the Committee of Council on Education. A considerable part of it arises from the higher salary which a certificated teacher demands, and is justified in demanding, for his services. It may be well to observe that this is the only part of his income over which the managers of the school ought to exercise any control; and that all which he receives as conditional on his certificate, for the private instruction of pupil-teachers, or of assistants, or for drawing lessons, should be considered as his private fortune, with which they have no more to do than he has with theirs.

Difference between certificated and uncertificated salaries.

Pupil-teachers.

I have adverted above to the number of pupil-teachers in my district, which appears for the first time since 1846 to be stationary, having in fact diminished by one. This want of increase (rather than actual decrease) may be in part owing to the greater number of assistant teachers, one of whom is equivalent to two pupil-teachers in a school. But the number of assistant teachers has not increased much, and is hardly sufficient to make any perceptible difference in the number of apprentices. The state of the case is more probably, then, that the school apprenticeship is beginning to take its real place amongst the employments of young people of the working

class, and, as has been foreseen long ago by all conversant with the subject in the manufacturing district, does not hold the first place in their esteem. I must repeat here what I have more than once advanced in my reports, that the position of the school apprentice in the manufacturing and mining districts, where child-labour and youth-labour is plentiful and highly remunerative, is not such as to draw the most able and intelligent young persons of either sex to it, but rather on the contrary, to deter them from it.

Their payments.

I have shown in former reports, that its payment, in addition to the long delay caused by its being made at the end of the year's work, in addition also to its uncertainty, being conditional on certificates from three different sources as well as on the result of the yearly examination, is considerably below the regular, weekly, and unconditional payment of other young people of the same age. Last year I made a return, carefully collected from trustworthy and independent sources, of the actual wages received by young people, between the ages of thirteen and twenty, in different parts of the mining and manufacturing district of West Yorkshire. I place here a similar return from five different points in my district, of the wages actually attained by young children when they leave school at the usual average age. The places which I have selected are as different as possible in character and situation, consisting of the metropolitan city of York, the great commercial metropolis of Leeds, the great hardware mart of Sheffield, the great seaport of Hull, and a group of schools in the mining district, on Earl Fitzwilliam's estate, in South Yorkshire.

Children's wages at leaving school.

WAGES, &c. of CHILDREN leaving SCHOOL.

PLACE.	Average Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
	Years.	Years.		
York, Manor	12·33	3·75	54·	3*s.*
„ Walmgate	8·	2·5	33·	2*s.* to 4*s.*
„ Dringhouses	11·75	6·75	3·	6*s.*
„ Micklegate	11·50	4·24	66·	3*s.* to 4*s.*
„ St. Cuthbert's	9·95	2·59	50·	2*s.* to 3*s.*
Average	10·70	3·96	41·	3*s.* 2*d.* to 4*s.*
Leeds, St. George's	10·42	6·08	61·5	4*s.* to 5*s.*
„ St. Paul's	9·48	5·38	87·	3*s.* to 5*s.*
„ St. Andrew's	9·25	4·07	68·	3*s.* to 6*s.*
„ Quarry Hill	8·22	4·25	54·	4*s.* to 5*s.*
„ Benley	8·28	3·68	56·	3*s.* to 6*s.*
„ Messrs. Marshall's	11·5	6·25	47·	3*s.* to 4*s.*
„ St. Mark's	9·65	4·91	0·	2*s.* to 4*s.*
„ Kirkstall	7·52	2·33	28·	3*s.* to 6*s.*
„ St. Matthew's	11·3	5·2	53·	3*s.* to 4*s.*
„ St. Philip's	9·31	4·88	70·	4*s.*
Average	9·59	4·73	51·75	3*s.* 2*d.* to 5*s*

Place.	Average Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
	Years.	Years.		
Hull, Salthouse	8·03	5·09	36·	2*s.* to 6*s.*
„ Christ's Church	9·26	1·35 (?)	6·	2*s.* to 6*s.*
„ St. John's	10·3	4·3	15·5	3*s.*
„ St. Stephen's	9·10	3·6	50·	3*s.*
„ Nautical	10·71	4·5	80·	4*s.* to 5*s.*
„ St. Mark's	11·3	3·82	52·	4*s.* to 5*s.*
„ Trinity	11·14	3·67	14·04	4*s.* to 5*s.*
Average	9·99	3·76	36·33	3*s.* 3*d.* to 3*s.* 8*d.*
Sheffield, Carver Street	9·6	6·	35·	3*s.* to 6*s.*
„ Trinity	9·	4·78	45·	3*s.* to 6*s.*
„ St. John's	8·75	4·66	46·	3*s.* to 4*s.*
„ St. Mary's	5·	4·	50·	2*s.* to 3*s.*
„ Pittsmoor	8·18	2·76 in this	26·56	4*s.* to 8*s.*
„ St. Peter's	9·5	5·	50·	4*s.* to 5*s.*
Average	9·005	4·35	42·09	3*s.* 2*d.* to 5*s.* 4*d.*

TABLE of Statistics of School Attendance, &c., in Schools on Earl Fitzwilliam's Estate, South Yorkshire,

Name of School.	Description of School.	Exact Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
		Years.	Years.		
Wentworth (Barrow.)	Mixed, above 7 years.	10·2	6·5	80	6*s.*
Elsecar	Mixed, above 7 years.	10·1	4·8	78	7*s.* 6*d.*
Parkgate	Mixed, above 4 years.	9·4	2·7	25	5*s.*
Tankersley	Mixed and Infants.	7·1	3·2	2	8*s.*
Hoyland	Mixed, above 5 years.	8·5	2·2	30	6*s.*
Wath (Grammar)	Mixed	10·8	4·2	51	4*s.*
Swinton	Mixed, above 6 years,	8·9	3·04	44	8*s.*
Brampton, Bierlow.	Mixed, above 5 years.	9·8	3·	20	4*s.* 6*d.*
Average		9·35	3·	41	6*s.*

GENERAL AVERAGE.

Place.	Average Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
	Years.	Years.		
York	10·70	3·96	41·	3*s.* 2*d.* to 4*s.*
Leeds	9·59	4·73	51·75	3*s.* 2*d.* to 5*s.*
Sheffield	9·005	4·56	42·09	3*s.* 2*d.* to 5*s.* 4*d.*
Hull	9·99	3·76	36·33	3*s.* 3*d.* to 3*s.* 8*d.*
Wentworth District	9·35	3·7	41·	6*s.*
General Average	9·72	4·13	42·57	3*s.* 9*d.* to 4*s.* 9*d.*

Comparison of children's wages and

It is curious to find how little variation there is, with one exception, in the returns from these very different localities;

how they all point to the same fact, that children of the working classes leave school before ten years of age (9·72 is the average given by the returns), and at that age are able to obtain wages varying from 3*s.* 9*d.* to 4*s.* 9*d.* per week; so that these children, at ten years of age, are earning and receiving in weekly payments as much as the school apprentice receives at the end of the first year of apprenticeship, *i. e.*, at fourteen years of age. In other words, according to the commercial view which their parents, with few exceptions, take of life, the weekly workers have a start of four years over the pupil-teacher. They are contributing their share to the family income for four years, whilst he is only subtracting something from it, and they do not subject their homes to that supervision and moral control which the existence of a pupil-teacher in it very properly demands by your Lordships' Minutes. pupil-teachers' salaries.

There can be no doubt then that, whatever future advantages the school apprenticeship may offer, it is far inferior in money value and present convenience—which two considerations bound the mental horizon of most working parents—to other employments of young people. Therefore it is not popular. It is not sought for by the young as the object of their desire and laudable ambition. It is not recommended and urged upon them by their parents, but often taken up as a *pis aller*, entered upon without heart, and broken through when convenient without ceremony.

I observe that one of the chief subjects of discussion at the last general meeting of Associated Church Schoolmasters of England and Wales, was the position of the school apprentice in manufacturing districts; and that this body of practical men unanimously voted a memorial to your Lordships, praying that its stipend might be increased. In this prayer I heartily concur. Unless something be done in this direction, not only is there good reason to believe that the number of pupil-teachers will gradually decrease, but, what is really of far more importance, the young people who offer themselves as candidates will be of a lower class, and of lower intellectual and moral status than it is at all desirable to fashion into teachers for the working classes of this great country.

I must add a word on this point of morals. I regret exceedingly to report, that during the last school year there have been several cases of pupil-teachers dismissed from their situations for "immorality;" in two or three instances for "gross immorality." That this unhappy circumstance may be owing in some degree to that cause to which I have just adverted, the lower social position of the candidates, I can hardly doubt. In every manufacturing town, and in large manufacturing villages, there are many temptations to young people from which all the Morals of pupil-teachers.

care of school managers and teachers cannot save them, and to these temptations,—whether to dishonesty on the one hand or to impurity on the other,—the lowest class in the social scale is most fearfully exposed, more so, for obvious reasons, than the class immediately and only a little above it. I believe that in general pupil-teachers may, as a body, rank as highly as any body of young people in the country both in intelligence and good conduct. Their position is a very difficult one, and any cause which tends to increase their difficulties should be carefully examined, and, if possible, removed. The few thousand pounds a year which the increase of their stipends in the manufacturing district would require, could hardly be better expended. And if this expenditure were to be the means of bringing into the scholastic profession the most promising young people of their class, a more profitable investment for the country could not be devised.

Scholars' certificates.

Of the various methods devised to prolong the stay of children at school, and improve the quality of their education, I may report that the scholar's certificate (with many offshoots from it) is working its way gradually, but I believe surely, in my district. In most of the large schools where the school stay is very short, no application could, from its requirements, be made for it yet. Twelve certificates were claimed by one school (Messrs. Marshall's), but all could not be allowed, as the children were not on the point of leaving the school. Nine were obtained at Richmond Corporation school, one of the best in my district. Some of the masters have informed me that they have several children looking forward to it next year, and preparing for it by good conduct and regular attendance. I have countersigned forty such certificates during the school year, and I believe that in all cases the holders of them have fulfilled the conditions required of them. I have observed an objection against these certificates, that their conditions are too stringent, and that both the length of stay and standard of conduct required by them are beyond and above the circumstances of the candidates for them. As the suggester of these certificates, I should regret if they were to be lowered in either of these respects. Their object is not that they should be given to all children, nor even to many children, but that their possessors should be intelligent, of good character and conduct, who thus on their entry into life may bear with them an unpretending but useful testimony of what they have been in school, and therefore of what, under God's blessing, they are likely to be in their respective callings. To attach a regular money value to them, as worth so many pounds, shillings, and pence, was very far from my intention in recommending these certificates to your Lordships.

NUMBER OF SCHOLARS' CERTIFICATES, 1857.

Countersigned by myself	-	40 at	12 places.
„ by Rev. A. R. Grant	-	9 at	4 „
„ by Rev. T. W. Sharp	-	6 at	2 „

Prize-schemes.

Of money prizes for school children there is now no lack. They are given at many schools in my district on different conditions and under different circumstances, but chiefly, I believe, for good conduct, and not for great attainments. Whether this be a sound principle may well be questioned, as also whether money be the most suitable reward either for good conduct or great progress. At Kirkby Malzeard, Viscount Goderich has instituted a prize-scheme (*see Appendix* D.), "to "encourage the regular attendance of the children, without "which the best arrangements in other respects must fail to "impart a sound education to the scholars." These prizes, varying from 10*s.* in the first class to 2*s.* 6*d.* in the fourth, are given to the boys and girls in each class who have attended the greatest number of half-days during the previous twelve months. As this is the first year of their institution, it would be premature to speak of their success or failure. I have placed in the Appendix D. a letter from the Rev. T. C. Wilson, incumbent of Kirkby Malzeard, on the subject. At Swinton, the names of the children who have attended the school at least 176 whole days during the year are published with commendation, and those who have been present "in time" at least 180 whole days gain the punctual attendance prize, and on leaving the school may have a testimonial of character and progress, taken from the school register, on making application to the managers.

At Brampton Bierlow school a neatly printed certificate of good conduct and attainments, countersigned by the master, is presented by the trustees to deserving children, "as a reward "for good conduct and attention to duty during the last half-"year."

Capitation grants.

In many places a portion of the capitation grant is distributed, according to the amount of their attendance, to the children who have earned it for the school.

At Dringhouses the manager requires an additional payment of 1*d.* per week from all those children whose attendance during the previous year has not been sufficient to claim this grant. I append his letter (*Appendix* E.), and think his plan deserving of consideration.

West Yorkshire associations of coal and iron masters.

Little has been done hitherto by the two Associations of the coal and iron masters in West Yorkshire. The southern association, comprising the district of Sheffield, Rotherham, and Barnsley, has taken no steps beyond the formation of the

society, and the constitution of a committee and officers. The shock caused by the lamentable and most fatal explosion of the Lundhill pit in that district was so great as to completely paralyse all efforts for the examination of children or the distribution of prizes.

The northern society, having for its field of operations the country around Leeds, Wakefield, Huddersfield, Halifax, and Bradford, held an examination and meeting at Leeds, of which an account will be found at the end of the Appendices (*Appendix* F.) The number of candidates, as will be seen, was only small, and their proficiency in the special subjects very unsatisfactory. The younger children, who were examined in the simplest portion of the elementary subjects, passed creditably. I have no doubt that in future years, as the committee see their way more clearly, and have more experience in their good work, satisfactory results will follow this attempt to raise the standard of education amongst the workers in coal and iron mines.

Teachers leaving schools.

Amongst the objects of your Lordships' late Minutes, one has been to prevent, in every legitimate way, the frequent change of teachers, as mischievous in a great degree to the schools which they leave, and often also to those which they enter. Another evil arising from the same cause has been pointed out to me several times during the last year. It is noticed in the following letter:—

"DEAR SIR, ——— 18 September 1857.

"I FEEL much obliged by your prompt answer to my letter respecting Mr. N——, of D——; and on your endorsement (which I valued no *little*), with that of the Rev. A. B. for such qualifications as he has. I accepted the offer of his own and his wife's services, and appointed them to my schools, their duties to commence at Michaelmas. I agreed to my present teacher's leaving me at the end of this *month*, and I declined the offer of several masters who wished to come here. This morning I had a letter from Mr. N. relinquishing his engagement to me altogether, thus placing me in very great difficulty and distress. He is the third master who within this year, through a change of mind, has acted so utterly regardlessly of all honour and integrity. One of the three I speak of had actually named the day for the arrival of his family and his furniture here, and in place of them I had a note by the post to say he 'relinquished his engagement.' Can you help me? "———, &c."

I regret to say that this method of "relinquishing an engagement" is by no means uncommon. Several complaints have been made to me on the subject, and in three or four instances masters whom I had recommended to situations, and had accepted them, threw them up without further notice than a note by the post, "because something better offered itself." I by no means wish to prevent teachers or any other class of men from attempting to "better themselves" by all fair means, but to act thus, without honesty and truth, is

certainly the last offence of which a professed teacher of truth and honesty should be guilty.

Examinations in drawing, and drawing prizes.

I have again to report that great dissatisfaction prevails in my district with regard to the distribution of drawing prizes, and to their quality when obtained. The usual circumstances under which the drawing exercises are given by candidates, viz., in the middle and often towards the close of a large collective examination of pupil-teachers, are singularly unfavourable for a successful issue, to which plenty of light and steadiness of hand are almost indispensable. The number of prizes given has been very small in comparison with the number of candidates for them; and of their quality, as not equal in value to the announced sum, complaints have been made in more than one case. As I did not see the prizes in question, I can give no opinion on the subject; but I believe that I am expressing the opinion of candidates for prizes, of teachers in schools, and of my colleagues, Her Majesty's Inspectors, that it is desirable that the examination in drawing be separated entirely from our examinations of pupil-teachers, and from the yearly examinations for certificates of merit.

General state of schools under inspection.

I wish to make a remark on the actual state of the schools inspected by me during the official year, as shown by the tabulated reports. Those inspected by Mr. Howard and Mr. Grant are not included in this statement, as I did not think that it would be convenient to call upon these gentlemen for any special returns, as they are now at work in the districts of other Inspectors. I give here a summary of the school condition of those places inspected by myself:—

SUMMARY OF TABULATED REPORTS.

Good	61	119	29 per cent.	56½ per cent.	
Very fair	58		27½ "		
Fair	57	74	27 "	35 "	
Moderate	17		8 "		
Very Moderate	7	17	3½ "	8½ "	
Bad	10		5 nearly		

It will be seen from the above that more than half of the schools which I have inspected during the last official year may be considered in a very creditable state, both of attainments and discipline. This may seem to be a large number, and to bespeak a more favourable state of education than I have described in the beginning of this report; but it must be borne in mind that the greater part of the schools inspected by me are of the best in my district, and at a higher level than the majority of those inspected by my colleagues. A very large proportion of them are under certificated teachers, and have all the advantages which your Lordships' Minutes offer to elementary schools. They ought therefore to be good

examples of their class. And they do, no doubt, attain to a higher standard, both of moral character and general intelligence, than was the case a few years ago.

Contrast of old and new systems.

This fact has been curiously and unintentionally illustrated to me by some papers which have lately come into my hands. The first is a letter from a pupil-teacher (girl) in a school of the manufacturing district, which certainly does much credit to her intelligence and right appreciation of her duties; the second is from a child in the first class of a good school, and shows both right feeling and considerable intelligence; the third is a notice written by the overseers of a village in the East Riding, taken (not by myself) from the church door, and brought to me that I might judge of the state of education in the parish; and the fourth is a letter addressed to myself by a middle-aged and respectable labourer in a Yorkshire village.

(1.) Letter.

"Reverend Sir,

"My father wishes me to write to you and ask your advice upon a subject that gives me great uneasiness. I am a pupil-teacher at St. ——— school, and am now in my third year. The schools became mixed in the early part of the year, and for some time I taught a mixed class, but since midsummer I have taught the first class of girls, and have had them *entirely to myself* in the girls' school.

"I have had no system but my own to work by, no judgment but my own to depend upon; in short, I have just taught them as I liked. In the afternoon I have taught needlework to *all* the girls. The reason why I have had to do this is because we have had no mistress.

"But this is not the worst. I have not had a lesson this year. I asked once if I might not receive lessons from the master, since there was no mistress, but was told that the Government would not allow girls to be taught by a master.

"Now I think, in the first place, that it is very wrong to intrust me so young, and consequently so inexperienced as I am, with so important a charge; and, secondly, I think I shall not pass the examination. The Inspector will say, 'She is not qualified to teach what a girl ought to teach at the end of the third year;' and so I shall lose a whole year's salary besides a whole year's tuition, though I shall have had *double* the work, and *more than double* the care that I ought to have had.

"Shall I be sent home at the examination, or might I be transferred to some other school? Please to send me your opinion upon the subject, and you will greatly oblige,

"Your obedient servant,

"*Rev. F. Watkins.* E. D."

(2.) Exercise.

Question.—"Show what you mean by 'love, honour, and succour your mother?'"

"To show my love to my mother, first, I do what she bids me generally. If she sends me an errand, I try to make all the haste back again I can; I do all I can to assist her; I pray for her, and love her better than anyone else in the world; if my mother is ill I wait upon her, because I know that she cannot do it for herself, and if I did not it would be disobeying the commandment of our Lord's Apostle when he said, 'Children obey your parents.' —M. H."

(3.) NOTICE.

"A vestry Meeting Whill be held In The scoolrum on Fraiday, the 20th, at 7 oclock, for the Nomenation of Gardians and overseers for the in suing year.

" ———— }
" ———— } Overseers."

(4.) LETTER about a DOG.

"SIR, i recived your noat About the dog, and i have got a very good one, a tarrer, e is about 18 Months ould, he as been bred and brot hup in ———, and the Gentlmn that e beloned to, e Swaped me for my bitsh, for he had wanted her before, and hi hae a youn one of her for my Self, and as you wanted one i cannot recommend to you a beter, so pleas ser rite me a faw lines back, for he hase beean huse to children and is a good house dog. The prise of the dog is ten shillines, he his clear of the distemper. Pleas send Wither you will send for him, or i must bring him hover if e will Suit, it will be on Saterday, if you dond Send for him.

(Signed) "Mr. W. B."

These papers are thus accidentally brought together, and amongst a mass of similar evidence they testify, I think, to two important points:—First, that the new system, with all its short comings, does produce better fruit than the old; and, secondly, that whatever some persons may choose to assert, there is an amount of ignorance in the working classes (aye, and in the class a little above them also) which is almost incredible to those who have not looked well into the subject, and who have never ventured from the wide and beaten high road of life into the bye lanes and tortuous paths of rural existence. Who can believe that the parish officers who framed and signed the notice above can have an intelligent apprehension of the Church prayers, or are able to receive with profit the plainest sermons delivered "in a tongue" which ought to be "understanded of the people?" Or, on the other hand, who would doubt that the writer of the very sensible pupil-teacher's letter is a young person whose heart and mind have both been strongly and beneficially influenced by her education at school, or that the school which furnishes such correspondents is doing a great and wholesome work for the country at large? *Oh! si sic omnes!* Yet it is even now no uncommon thing to hear it said that the modern elementary education tends to unfit the young for their work in life, to make them discontented with their position as workers, jealous of each other's success, and envious of those who are above them. That this is untrue of the majority, even in our present imperfect state of national education, it is hardly worth while to assert. But it may be well to remark that, whatever may have been the case in other times, the days of "contented ignorance" are gone for ever. You can never have, in a country such as England is now, a population ignorant at the same time and contented. You must choose between the two,—

knowledge, such as may show a man what he is and why he is, such as may teach him his duty to God, to his Sovereign, to his fellow-countrymen, to himself, and thus impress upon him practically that whatever be his condition in life, there is a great work to be done in it, and that it is a good and blessed condition for him,—or ignorance, which knowing and feeling nothing but bodily wants, has no thought beyond selfish gratification, and no appeal but to brute power, tastes nothing of repose but in the torpidity of the gorged serpent, and realizes nothing of contentment but in the listlessness and vacuity of swinish satiety.

There may be cases where "ignorance is bliss"—the bliss of the irrational brute; but in no case can ignorance be safety. It is true that knowledge also may be dangerous—a little of it is said to be "a dangerous thing;" but knowledge is always power, and very often safety, and when rightly directed is always for good and against evil. That this right direction may be given in elementary schools no faithful man can doubt. That it is even in their now unfavourable circumstances given to a considerable extent, and that if the school age of children could be increased and their school stay proportionately lengthened, it would be given almost as fully as we could desire seems undeniable. The great duty of the upper classes, therefore, at present seems to be, not to criticise too minutely the system of elementary education, and to lay bare its weak points, which is always an easy, yet to a healthy mind, an unpleasant task, but to supplement it where it is deficient; and to use the great influence which their position gives them, which their money gives them, and which their own good education gives them, in removing the two great practical evils (which I have mentioned), the only real hindrances to the sound instruction and the religious upbringing of the working classes.

Yorkshire friends of education.

I cannot close this report on the state of education in Yorkshire during the last year without remarking the great loss which it has sustained in that period by the deaths of Lord Downe, the Earl of Harewood, and Earl Fitzwilliam. In a note to my last report I mentioned the extraordinary liberality of Lord Downe in building and endowing churches, parsonages, and schools, twenty-three in number, besides those erected and supported by other members of his family. The excellent school at Harewood, the church, parsonage, and handsome school at Weeton, and the improved educational resources of the village of Goldsbro', bear ample testimony to the desire of the late Lord Harewood and his family for the sound and intelligent education of the working classes; and to every one who knows anything of Yorkshire, the name of

the late Lord Fitzwilliam is equally known as the thoughtful and most liberal promoter of all educational means and appliances for the tenantry of his wide estates, and for the manufacturing and mining population employed on them. The schools of Wentworth and Elsecar, of Hoyland and Tankersley, of Park Gate, Swinton Kilnhurst, and Brampton, not only attest the extreme liberality with which his purse was always open to their wants, but the kind and intelligent interest which he took in their well-doing by personal supervision and examination of the children instructed in them. Such works as those which these three lamented noblemen have done in Yorkshire will long survive them, and make their memory dear to many a generation. They have begun a work which their successors may rejoice to carry onwards in their day, and leave in confidence to those who come after them to complete. If the working classes were only as much in earnest about the education of their children, and as ready to make some sacrifices for it, as the middle and higher classes in general are, we should not have to wait many years before the great work would be accomplished. That they are not ready to make such sacrifices, but, on the contrary, that very frequently they will sacrifice their own children for the sake of the wages which they are able to earn at a tender age, is but too evident. With every wish to make allowance for the difficulties of their position, and for the hard struggle for life which they have often to undergo, I cannot shut my eyes to the damnatory evidence against them on this head. I append a statement (*Appendix* G.), furnished to me by Mr. Baker, the very zealous and most intelligent Assistant Inspector of Factories in this district, than whom no man in Yorkshire, has more knowledge of the working classes or more true sympathy with them. It is a return made at his request by the medical men in Leeds, Bradford, and Nottingham districts, as to the causes of refusals of the certifying surgeons to pass children and young people presented to them for examination under the Factory Act. From this it will be seen, that of 1,251 rejections, 786 were *too young*, *i.e.*, more than one-half were attempted to be pushed into labour before their time, and evidently without due regard to their educational condition; nearly one-fourth were old enough, but *too little*, *i.e.*, under-grown; one-twelfth were altogether *physically incapable*, yet they were presented by their parents! One was all but blind, 22 had serious diseases of the eye, 7 had itch, 10 scrofula, 4 phthisis, 6 scald head, 2 epilepsy, 4 small-pox, 3 iritis, and 3 hip disease—in all, 79 labouring under acute disease. Yet all were offered for work and urged to work by their parents or (so-called) friends. When to this we add the

fact, that, in Bradford and other places, where from the badness of trade, the children are unable to obtain work in the mills, and gratuitous education is offered to them at the schools, their parents do not accept the offer, but allow them and encourage them to remain idling at home or in the streets, it is difficult to absolve the working classes from the charge of indifference to their children's welfare, and of great carelessness, if not of absolute cruelty, in their treatment of them. It is ludicrous to talk of hurting their feelings by any provision which may be found requisite for the *compulsory education* of their children.

I have the honor to be, &c.

FREDERICK WATKINS.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. F. WATKINS, REV. A. R. GRANT, REV. W. W. HOWARD, AND REV. T. W. SHARPE.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	322	101	97	67	190	24,551	18,817	23,179	16,936	63,274	331	801
Simple Inspection	158	26	19	22	118	4,558	3,232	3,915	2,606	10,764	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6·4	7·78	9·66	11·48	11·87	11·85	11·38	10·74	8·63	6·49	2·56	1·16
Simple Inspection	6·81	8·91	9·95	12·42	12·14	10·74	10·77	9·91	8·14	6·08	2·6	1·33

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	47·55	22·09	13·1	8·42	4·71	4·13
Simple Inspection	34·34	27·72	15·54	11·61	6·4	4·39

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 551 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught: Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scripture	383	142	310	76	68	46	5	20
Catechism	372	137	274	74	84	43	14	20
Reading	384	144	294	88	86	53	4	3
Writing	384	142	325	100	57	39	2	3
Arithmetic	381	137	275	69	92	43	14	25
Geography	375	110	243	36	118	53	14	21
Grammar	353	79	178	24	149	32	26	23
History	237	36	115	7	89	20	33	9
Music from Notes	47	3	40	3	5	—	2	—
Drawing	32	2	25	2	7	—	—	—

SUMMARY *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	400	48	2	426	23	—	402	39	6	380	7	1	399	43	5	415	31	3	372	16	3
Simple Inspection	132	33	3	139	26	1	96	51	19	103	20	3	96	45	22	103	53	7	25	4	4

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 309 (Annual Grants) + 70 (Simple Inspections) = 379* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	1,405 10 2	11,170 7 3	15,503 10 6	2,961 12 3	31,041 0 2	0 15 8¼
Simple Inspection	397 2 7	1,306 12 8	1,873 12 2	342 9 10	3,919 17 3	0 17 9¼

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 309 (Annual Grants) + 70 (Simple Inspections) = 379* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	25,187 9 10	2,206 18 5	5,844 13 9	33,239 2 0	0 16 9½	39,377
Simple Inspection	3,509 0 5	124 9 8	420 5 4	4,053 15 5	0 18 5	4,400

* The number of schools inspected during the year was 480; but from 101 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *e*.

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters. Certificated.	Schoolmasters. Uncertificated.	Schoolmistresses. Certificated.	Schoolmistresses. Uncertificated.	Infants' Schoolmistresses. Certificated.	Infants' Schoolmistresses. Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants	£ 87 19 8¾	£ 54 18 7	£ 62 17 3¼	£ 34 2 11	£ 60 19 11½	£ 31 18 3¾
	Simple Inspection	—	44 19 10½	—	30 1 8¾	—	31 15 0
Number on which average is taken	Annual Grants	227	46	90	43	13	42
	Simple Inspection	—	59	—	19	—	4
Number provided with house or rent-free	Annual Grants	159	34	89	22	5	14
	Simple Inspection	—	25	—	10	—	2

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week: One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	293	49,067	19·2	57·22	17·14	5·11	1·33
Simple Inspection	66	4,853	28·19	40·94	15·64	6·86	8·37

APPENDIX B.

(TABLE No. 1.)

Employment of Time in Year 1856–7.

		Days.	Total Days.
Inspection	Elementary schools	134½	142
	Normal schools	7½	
Holding examinations	collective of pupil-teachers	15	27
	certificates of merit	9	
	registration	3	
Revising papers	of pupil-teachers	11¾	29¼
	of candidates for certificates of merit and registration	17½	
Travelling only		2½	2½
General report		19½	19½
Correspondence		27	63
Conferences		6	
Reporting		26	
Other employ		4	
Vacation (including Christmas Day and Good Friday)		24	24
Private business		2	2
Illness		4	4
Sundays		52	52
			365

Number of papers revised—1,985.
Number of pupil-teachers and candidates examined—565 boys and 484 girls; total, 1,049.
Number of assistant teachers—8 masters and 3 mistresses: total, 11.
Number of departments—213.
Number of children present—20,720.

(TABLE No. 2.)

Summary of Work in School Inspection.

	Boys.	Girls.	Infants.	Mixed.	Total.
Rev. F. Watkins - - -	49	45	35	83	212
Rev. W. W. Howard - -	30	28	13	83	154
Rev. A. R. Grant - - -	34	32	22	85	173
Rev. T. W. Sharpe - -	14	11	19	57	101
Total - - -	127	116	89	308	640

(TABLE No. 3.)

Schools added to my List during the Year.

Askham Bryan.
Barkisland.
Brafferton.
Broughton.
Birstwith.
Carleton (Skipton), Foundation.
Coatham.
Deepcar.
Ecclesfield (Pismire Hill).
Farnley Iron Works.
Garforth.
Greenhowe.
Hatfield Charity.
Heslington.
Mansion Colliery.
Newby Hall (Skelton).
Newport.
Nunburnholme.
Ossett (South).
Ouseburn, Great.
Riddlesden.
Ripley (Burnt Yates).
Ripley, Infants.
Shipley, St. Paul's.
Skelton (York).
Wakefield (St. Mary's).
Whorlton.

APPENDIX C.

MY DEAR SIR, Croft Rectory, Darlington, 5 June 1857.

I HAVE been so much occupied for some time past with my visitation and other important business, that I have been really unable to attend to your request for the information respecting the Croft schools, which I now send you. I have been enabled to furnish the necessary statistics solely by the systematic diligence and accuracy of the master, Mr. Hobson, in recording them for his own satisfaction; and I may add, that it is to his untiring zeal and devotedness that the character of these schools is mainly owing. I cannot help expressing a very earnest wish and hope that his very great merits and long and valuable services will not much longer be left without some substantial token of approval from the Committee of Council. I think that if any man has ever thoroughly deserved to have his certificate raised, and a corresponding pecuniary benefit conferred on him, Mr. Hobson has done so. For thirteen years he has laboured unremittingly, in spite of many local disadvantages and much delicate health, in bringing the schools up to and keeping them at a point which you yourself have frequently declared to be an unusually high one for a village school to reach; and I am sure that there cannot be a wiser policy on the part of those who wish to advance the cause of national education than to take care that it is clearly seen that such merits do not pass unnoticed and unrewarded; nor, on the other hand, can there be a worse policy than that of being slow and grudging in such acknowledgments.

If I can add anything to the document which I have sent you, I shall have great pleasure in doing so, if you will only let me know what you require.

Ever yours sincerely,

The Rev. F. Watkins. (Signed) C. DODGSON.

Croft National Schools.

Numbers of the Scholars.

On the Books.	Parishioners.	Non-Parishioners.	Total.
Boys - - -	46	33	79
Girls - - -	34	42	76
Total -	80	75	155

The population of the parish, according to the last census, is 750; so that the number of resident parishioners at present educated in these schools is 10·66 per cent. This proportion, however, does not represent the whole number of children in the parish under education. One of the townships of the parish is so inconveniently situated, as respects both distance and access, in relation to the Croft schools, that several of the younger children there residing are sent to schools in the parish immediately adjacent. And in another township there has long been a school supported by Dissenters, to which many children even of professed Church people have, from the mere convenience of distance, been sent. This school, however, has within the last three months been given up, and the rector has secured the premises for the purpose of an infant school, in connexion with the National schools at Croft. The numbers, therefore, of resident parishioners educated by the Church will now be augmented not only by those of the new infant school, but by those of the elder children, who will now be transferred from the Dissenting to the National school.

Classification of Children according to the Occupations of Parents.

	Farmers.	Artizans.	Labourers.	Total.
Boys - - -	20	27	30	77
Girls - - -	12	27	37	76
Total - -	32	54	67	153

The proportions being nearly as follows:—

Farmers 21, Artizans 35, Labourers 44 per cent.

Rate of Payment.

The rate is uniform for all classes of children, but varies according to the number of children in each family who are in the school at the same time, viz.:—

For one child, *2d.*; for two children, *3d.*; for three or any greater number, *4d.* a week.

Classification of Children according to Age.

Numbers taken at the Inspection, March 1857.	Boys.	Girls.	Total.
Above 15 years - - -	4	2	6
Between 14 and 15 years -	3	1	4
„ 13 „ 14 „ -	3	8	11
„ 12 „ 13 „ -	3	8	11
„ 11 „ 12 „ -	10	9	19
„ 10 „ 11 „ -	10	9	19
„ 9 „ 10 „ -	8	5	13
„ 8 „ 9 „ -	9	8	17
„ 7 „ 8 „ -	4	7	11
„ 6 „ 7 „ -	8	9	17
„ 5 „ 6 „ -	8	7	15
„ 4 „ 5 „ -	9	3	12

From whence come the following proportions nearly:—

Under 6 years	17·4
From 6 to 10 years	37·4
„ 10 to 14 „	38·7
Above 14 years	6·5
	100·0

Children are not admitted at an earlier age than four. The children of farmers and artizans (who usually remain in the same locality for a longer period than labourers) seldom leave the school till they are between thirteen and fourteen years of age; and there are generally a few in the school whose ages exceed fourteen. The children of labourers rarely continue in the school longer than three years, many not longer than one year. The parents are usually engaged by the year, and often leave the neighbourhood at the expiration of that time. Of such children we seldom hear anything afterwards.

The Positions and Occupations of Children after leaving School.

It is impossible to keep any regular record of these, as respects children who continue for very short periods in the school, and are then removed to distant localities. The following is a list of twenty boys and twenty girls who have the most recently left the school. It has not been thought necessary to give the names at length. They had all been for some time in the first class.

Boys.

Name.	Occupation of Parent.	Line of Business after leaving School.
J. P.	Labourer	Railway clerk.
R. N.	Farmer	Farmer.
T. L.	Farmer	Painter.
H. H.	Gamekeeper	Draper.
P. D.	Blacksmith	Attorney's clerk.
W. H.	Labourer	Carpenter.
R. C.	Miller	Chemist.
G. H.	Groom	Shoemaker.
R. H.	Basketmaker	Pupil-teacher in Darlington.
R. A.	Farmer	Clerk in engineer's office.
T. A.	Farmer	Farmer.
J. S.	Labourer	Chemist.
W. S.	Shoemaker	Railway clerk.
T. S.	Shoemaker	Draper.
F. C.	Brickmaker	Machine-smith.
A. C.	Brickmaker	Draper.
F. M.	Labourer	Wheelwright.
T. B.	Labourer	Pupil-teacher in Darlington.
R. F.	Groom	Farmer.
W. H.	Labourer	Pupil-teacher in Croft School.

It will be observed that the lines of life into which these boys have passed are, without exception, of high respectability—at least ten of them really requiring something of mind and education—and that the sons of labourers, six in number, are fully equal to the average standard of the rest in all these respects. When the elder children leave school, they are always made to understand that their future progress, where it is possible, will be inquired into and regarded with interest by all those who have been concerned with the management and teaching of the schools. They are encouraged to write to the master, and to call upon him whenever an opportunity may offer, and to acquaint him with any favourable change in their circumstances of life, or with any interesting event in their career. In this way a connexion is *in many cases* kept up with their place of education.

Girls.

Name.	Age.	Occupation after leaving School.
M. A. S.	15	Dressmaker.
J. H.	13	Service in a gentleman's family.
A. W.	14	Dressmaker.
S. C.	15	Service in a clergyman's family.
S. H.	—	Service.
S. R.	13	Ditto.
E. J. B.	12	Left with her parents; is now a pupil-teacher in Darlington.
J. A. W.	13	Service.
M. B.	15	Service in a gentleman's family.
C. H.	13	Service in the Bishop of Durham's family.
M. H.	15	Service in a clergyman's family.
J. W.	15	Dressmaker.
M. L.	14	At home.
A. H.	12	With her grandmother.
S. F.	10	Went to America with her parents.
J. W.	12	Left with her parents.
J. E.	10	Ditto ditto.
E. H.	10	Ditto ditto.
E. J. B.	12	Ditto ditto.
J. H.	11	Ditto ditto.

The following particulars may throw some light on the estimation in which these schools have been and are still held in the neighbourhood.

The schools were built to hold respectively fifty boys and fifty girls, on a calculation of about eight square feet for each child. At first they were found amply large enough for the admission of all applicants, whether parishioners or non-parishioners; but after two years it was found necessary to make very stringent rules with respect to the admission of the latter, which was confined to a single district on the borders of the parish. Cases then occurred of parents sending children to lodge, at some inconvenience and expense, within the boundaries of the parish, in order to obtain for them the privilege of coming to the school. Another rule having been made, allowing children belonging to the school to continue to attend it after leaving the parish, if living within walking distance, several children are now coming daily from a distance of four miles, and two or three from a distance of five miles from the school.

Appendix D.

My dear Sir, Kirkby Malzeard, 16 January 1858.

From the particulars on the other side you will be able to judge as to improved attendance thus far. I am disposed to think that the parents highly approve of the plan, because they all speak favourably of it. Even those who were disappointed did not complain, and the increase in scholars and the good attendance thus far since Christmas augurs well. I must, however, add that owing to your remarks, I persuaded Mr. Parkinson to give up his claim upon the Government capitation grant, if it should reach beyond the amount he has received before, and explained to the children that those who earned the grant would have the residue divided amongst them, and this may be a great additional stimulus to better attendance; it is understood that Lord Goderich's prizes are the best, and the successful ones do not also claim the capitation grant. Notwithstanding the continuation of the other school, and the extra exertion the master makes to obtain scholars, the increase in our number is considerable.

The first-class girls did not deserve a prize, and we have suggested that for the future no prize be given if the attendance as to the current year be under 100.

In order that Lord Goderich may have the chance of being present next time, the prizes will be given about the same period as the day of inspection.* The parents of the girl who obtained the first prize in first class are in good circumstances, and were so pleased that they are sending her, an only spoilt child, to school now,—they usually keep her at home in the winter.

I am, &c.
(Signed) THOS. C. WILSON.

KIRKBY MALZEARD SCHOOL.

Lord Goderich's Prize-Scheme for best Attendance.

TOTAL NUMBER of SCHOOL DAYS from the time when the Scheme was made known to Christmas (152).

1st Class.

Boys.	Days.	Girls.	Days.
1st and 2nd equal	142½	1st	102½
3rd	126	2nd	85
		3rd	80

2nd Class.

1st	151½	1st	133½
2nd	150½	2nd	117
3rd	145½	3rd	113
4th	125	(Sick last three weeks.)	
5th	121		

3rd Class.

1st	140½	1st	139½
2nd	139	2nd	117½
3rd	132		
4th	130½		
5th	115		

4th Class.

1st	143	1st	136
2nd	142		
3rd	122½		
4th	118		

APPENDIX E.

MY CHRISTIAN BRETHREN, Dringhouses, 14 June 1856.

THE Lords of the Committee on Education of Her Majesty's most Honorable Privy Council being desirous to afford every encouragement and assistance to voluntary efforts in the work of Christian education, have, amongst other excellent arrangements, resolved to offer a premium or gratuity to the managers of schools at the rate of 6*s.* for every boy, and 5*s.* for every girl, who has attended on the average four days per week during forty-eight weeks, or 192 days in the year, on certain conditions, which I need not here specify.

* The days will be reckoned up to the 1st of October 1858

I am desirous, therefore, to impress upon parents, guardians, and friends of scholars attending St. Edward's school the advantage which results to the school in a pecuniary aspect by the regular attendance of the children throughout the year, and to request their co-operation.

I have examined the school registers for the past year, and find that many scholars have been frequently kept at home by idle excuses, and that thus the bounty to which otherwise the school would have been entitled has been ost. Out of ninety-four scholars only twenty-seven have been sufficiently regular to warrant their names being submitted to the notice of their Lordships. Of these, two have been rejected as being free scholars, and two as having paid too little. These deductions result from the operation of the rule of the school, whereby the third child in each family attending school is admitted free. In order to ensure more constant attendance of the scholars I propose (D.V.) on the 1st of April 1857, to raise the weekly payments of those scholars *one penny* who by their irregularity during this year shall have then forfeited the capitation grant, and to act upon the same rule in future. It is only reasonable if Government are willing to pay when the scholars are regular in their attendance, that parents should make good the deficiency to the school which is occasioned by their own lukewarmness and neglect. Under the present working of the system the manager has done so, and thereby encourages parents in their carelessness.

I may further add that the Queen has graciously condescended to award a certificate of good conduct, on the recommendation of the clergyman of the parish and the schoolmaster, to such scholars as have remained at school until twelve years of age, and have attended regularly the three previous years. The value of this certificate will be found to be great, especially when the scholar leaves home for some useful and profitable employment.

Believe me, &c.

(Signed) GILBERT H. PHILIPS.

N.B.—The cost per child is 24*s.*; the highest amount of payment any child has made is 7*s.* 6*d.*

APPENDIX F.

REPORT of the WEST YORKSHIRE NORTHERN ASSOCIATION, for awarding Prizes to the Children of Persons employed in Coal and Ironstone Mines, for the Year 1857.

THE annual public meeting of this association was held in the Assembly Rooms, Leeds, on Monday the 12th October 1857, for the purpose of distributing the prizes to the successful competitors.

The association was formed at the end of last year, with a view, by the influence of a system of money prizes and cards of merit, to induce parents to keep their children more regularly at school previous to going to work; and the children themselves, after leaving the day-school, to keep up and increase their knowledge by attending the evening school, and employing their leisure time in useful study. This being the first year, the number of competitors, as might be expected, was only small, arising partly from ignorance, on the part of those interested, of what was expected from the candidates, and partly from diffidence and want of confidence in their attainments, causes which it is hoped will not operate on a future occasion.

In the absence of the Lord Bishop of Ripon, who was unavoidably prevented attending, but who has kindly consented to be the president of the

association, Charles Hardy, Esq., of the Low Moor Ironworks, presided, and presented the prize cards, with an appropriate address, to each of the successful candidates, the different amounts having been placed in the savings' bank in the name of each recipient, according to the rules of the association.

The examinations of the candidates was held by the Rev. F. Watkins, Her Majesty's Inspector of Schools, on Friday the 2nd October, on which occasion twenty-seven children offered themselves, viz.:—Eighteen for Class A. 1; one for Class A. 2; five for Class B.; and three for Class C.; and the prizes were awarded by the examiner in the following manner:—

	£	s.	d.
Class C.—George Fryer, Templenewsam school	5	0	0
Class B.—Benjamin Fryer, Templenewsam school	3	0	0
Class A. 2.—Mark Beanland, Bierley school	2	0	0
Class A. 1.:—			
1. Charles Backhouse, East Garforth school	1	0	0
2. Joseph Goodall, East Garforth school	1	0	0
3. John M'Mellan, Templenewsam school	1	0	0
4. Henry Goodall, Templenewsam school	1	0	0
5. Samuel Phillips, Middleton school	1	0	0
6. Eli Wilson, Seacroft school	1	0	0
7. Nehemiah Backhouse, East Garforth school	1	0	0
8. J. Thompson, Seacroft school	1	0	0
9. Ruth Lewis, Middleton school	1	0	0
10. Joseph Mosby, East Garforth school	1	0	0
	£20	0	0

To Joseph Woodhead a card of merit was awarded.
To Catherine Hawkhead a card of merit was awarded.

The interest that has been excited by this first experiment would lead to the expectation that on the next occasion there will be a very great increase in the number of candidates, and that, consequently, a greater number of prizes will be required; but as the improvement in the education of the persons employed must be of the greatest benefit to the employer, it is hoped that ample subscriptions will be forthcoming to meet any demands that may be made upon its funds, and place the association in such a position as shall enable it to carry out to the fullest extent the objects contemplated by its promoters.

BALANCE SHEET.

	£	s.	d.		£	s.	d.
To amount of subscriptions	106	10	0	By amount invested in savings' bank for prizes	20	0	0
„ amount of donations	22	7	0	„ printing and stationery	15	2	6
				„ cards engraving, &c.	13	7	6
				„ advertising, &c.	9	19	0
				„ rent of rooms for examination of candidates, &c.	8	17	6
				„ refreshment for candidates	6	18	6
				„ desk and joiners' wages	2	7	6
				„ postages	2	13	6
				„ balance in treasurer's hands	49	11	0
	£128	17	0		£128	17	0

Appendix G.

Condensed Analysis of Refusals by Certifying Surgeons to pass youths and children examined by them under the Factory Act, in Leeds, Bradford, and Nottingham Districts.

Too young	786	Brought forward	1,229
Too little	291	Fever	2
Physical incapacity	92	Diarrhœa	1
Itch	7	Small-pox	4
Disease of the eye	22	Abscesses	2
Struma	10	Iritis	3
Phthisis	4	Amaurosis	1
Tænia capitis	6	Purpura	1
Disease of the heart	1	Filthy condition	3
Scarlet fever	1	Jaundice	1
Epileptic fits	2	Spinal disease	3
Hysterical fits	2	Hip disease	1
Skin disease	5		
Carried forward	1,229	Total	1,251

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. E. DOUGLAS TINLING, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* SOMERSET, DORSET, DEVON, *and* CORNWALL.

MY LORDS, Bath, January 1858.

I BEG leave to lay before your Lordships my report on the schools in the South-western district for the year 1857.

EMPLOYMENT OF TIME.

Number of Days

—	Inspecting Schools.		Examining Candidates.			Revising Papers.		Journeys.	General Report.	Correspondence and Conference.	Vacation and private business.	Illness.	Sundays and two Public Holidays.	Total.
	Elementary.	Normal.	Pupil-teachers.	Certificate.	Registration.	Pupil-teachers.	Teachers.							
Rev. E. D. Tinling	127	9	19	10	3	11	13	8	24	52	33	2	54	365
Rev. E. P. Arnold	176	–	9	9	–	9	16	6	–	52	34	–	54	365

Having been unable, with the aid of the Rev. Edward Arnold, Her Majesty's Assistant Inspector, to visit more than two-thirds of the schools under my inspection, I was obliged (as your Lordships are aware) to apply for additional assistance, in the autumn of last year; and I have to thank your Lordships for so readily acceding to my request, and for appointing a second assistant in this district, the Rev. W. W. Howard. I trust that, by this additional help, I may be enabled in my next report to lay before your Lordships an account of the whole body of schools under Government inspection in my district.

Present state of district.

With regard to the state of education in this district, there has been a steady onward movement, both in the additional number of schools placed under inspection (thirty having been added to my list in 1857), and also in the moral and intellectual condition of those previously under my care (forty schools, during the past year, having risen to the standard of efficiency required for your Lordships' annual grants). I am fully aware that a large body of inefficient schools still remains, but their number is gradually diminishing; and it is encouraging to observe that, whilst year by year a large number of schools are being raised to a state of efficiency, they are seldom allowed to relapse to their former imperfect condition. It is also satisfactory to find, in those parishes in which the education of the poor has not up to this time been sufficiently

considered, that, upon the appointment of a new incumbent, his first work generally speaking is to endeavour to establish a good school for the education of the children of the poor.

I now propose to call your Lordships' attention to several points in detail connected with the present state of education in this district, under the heads enumerated in the Summaries appended to my report.

School-premises.

First, as regards school-premises, the returns given in the summary marked *c.* are most encouraging, as they show the progress which has been made during the past year in connexion with the school-buildings throughout the district.

SCHOOL-PREMISES.

Year.	Number of Premises.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	427	372	34	21
1857	465	421	31	13

The school-buildings are in fact of a very superior order, good in architectural design, and well adapted for the work for which they have been erected.

School furniture.

As regards furniture, the interior arrangement of the schools throughout the district is improved; and even in the best schools, where a great deal had previously been done, the "fitting up" is of a more useful and practical character.

SCHOOL FURNITURE.

Year.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	In 381 Schools.	In 30 Schools.	In 8 Schools.
1857	In 425 Schools.	In 29 Schools.	In 6 Schools.

School-books.

A fair supply of books is now usually to be found in our poor schools, though more might be done with advantage for the younger classes, where the wear and tear of books is necessarily greater than with the elder children.

BOOKS.

Year.	Schools Excellently, Well, or Fairly Supplied.	Schools Moderately Supplied.	Schools Imperfectly or Badly Supplied.
1856	317	70	31
1857	358	72	24

Whilst upon the subject of books, I would endeavour to impress upon school managers and teachers the necessity of making use of such books only as are suited to the capacity of their pupils; for I have often found a class of children engaged

in a reading lesson from a book out of which they were unable to read a single line without spelling almost every word as it occurred.

More time and attention are now paid to the registering of the children's attendance, and the registers in most instances are kept with great accuracy and precision. Registers.

REGISTERS.

Year.	Excellent, Good, or Fair Registers.	Moderate Registers.	Imperfect or Bad Registers.
1856	308	33	23
1857	354	41	15

The apparatus for schools is now far more extensive, useful, and practical than it was formerly; though I regret to say that there are still many schools without any good boxes of letters and letter-stands, for the instruction and amusement of the very little children. School apparatus.

APPARATUS.

Year.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	337	61	10
1857	385	54	21

I find there has not been the same steady advancement in the discipline of the schools inspected. Discipline.

DISCIPLINE.

Year.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	352	46	22
1857	371	63	26

This I attribute to the great increase of younger children in our schools. During the past year, the number in attendance has been much greater, whilst the age has remained nearly the same (only eight per cent. on an average being over twelve years); and this increase of numbers of an almost similar age, equally ignorant and equally unused to school discipline, has proved in many instances a serious obstacle to the teachers in obtaining that amount of authority and moral discipline which is so essential for the success of a school.

During the past year pupil-teachers have been sanctioned in twenty-six schools for the first time; viz., in— Fitness for training apprentices.

Somerset. Dorset. Devon. Cornwall.

$$\overline{13} + \overline{6} + \overline{7} + \overline{0} = 26.$$

Income and expenditure.

The cost per child for education during the past year has slightly lessened.

Year.	Average Income per Scholar in Attendance.	Average Expenditure per Scholar in Attendance.
	s. *d.*	*s.* *d.*
1856	16 2	17 11
1857	15 3½	16 3

Teachers' salaries.

Whilst the salaries of the teachers have undergone the following changes; the average being in—

1856.	1857.	—
£ *s.* *d.*	£ *s.* *d.*	
78 16 1	80 5 0	For Certificated Masters.
56 2 7¾	55 18 3	„ „ Mistresses.
53 8 0	61 0 0	„ „ Infant Mistresses.
44 3 7½	42 9 0	For *Uncertificated* Masters.
27 13 5	26 5 0	„ „ Mistresses.
23 6 0	20 16 0	„ „ Infant Mistresses.

The value of a certificate to a teacher is very evident, the salary being thereby almost doubled, and the school benefited in proportion. From the per-centages given in Summary *a.* appended to this report, it will be seen that, however young the children in our schools may be, yet the averages of age are considerably lower in the schools in which the teachers are *un*certificated than in those schools where certificated or registered teachers are employed.

School fees.

The payment of school fees gradually increases, and I rejoice to think that the self-paying principle is becoming year by year more firmly established.

INCOME from SCHOOL FEES.

1856.	1857.
£5,771 4 4¾	£7,158 3 2
collected in 265 schools, making an average on each school of 21*l.* 8*s.*	collected in 300 schools, making an average on each school of 23*l.* 17*s.* 2*d.*

Numbers in attendance on school.

Whilst many additional school buildings are in the course of erection, and almost every parish is endeavouring to provide a school-room for its own poor, the number of children in attendance in the existing schools still increases.

Year.	Number of Schools.	Total Number of Children in Attendance.	Average Number in each School.
1856	247	31,194	122
1857	272	36,147	132

The number of teachers holding certificates of merit, and of pupil-teachers already apprenticed, steadily increases throughout the district. Certificated teachers and apprenticed pupil-teachers.

Counties.	Certificated Teachers.		Pupil-Teachers.	
	1856.	1857.	1856.	1857.
Somerset - - -	67	80	157	193
Dorset - - - -	41	55	98	102
Devon - - - -	58	82	146	192
Cornwall - - -	38	42	78	79
Total - -	204	259	470	566

The number of registered teachers is twenty, and the number of assistant teachers eight. Registered teachers. Assistant teachers.

The ages of the children in attendance are rather lower, on the whole, than they were in 1856. Age of children.

Per-centage of Children on *School Registers*, Aged

Year.	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1856	7·63	8·45	9·55	11·88	12·663	12·45	11·77	9·8	6·89	4·55	2·58	1·77
1857.	8·34	8·48	9·92	12·12	13·25	11·65	11·49	9·38	6·96	4·46	2·44	1·49

On this subject much discussion has been elicited during the past year, and indeed it is a subject deserving the deepest consideration, as it affects vitally the education of the children of the poor throughout the length and breadth of the land. It appears to me to be a question to be pressed upon the attention of the parents, and of the great employers of child-labour, whose advice, if it could be obtained, would be of the greatest value, and whose co-operation is absolutely essential for the success of any scheme by which the children might be retained for a longer period, and to a more advanced age, under school discipline and instruction.

The continuance at school for the period of one and two years has improved slightly, as is evidenced both by the following summary and by the table of capitation grants made in the years 1856 and 1857; but the same summary shows that, after the period of two years, the numbers in attendance diminish. Continuance of children at school.

Per-centage of CHILDREN who have been in School

Year.	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
1856	39·54	22·13	15·66	10·38	6·95	5·34
1857	40·67	23·06	16·94	9·22	5·74	4·36

CAPITATION GRANTS.

Year.	Total Number of Schools in which Capitation Grants were made.	Somerset.	Dorset.	Devon.	Cornwall.
1856	160	49	41	30	40
1857	204	64	44	60	36

Year.	Capitation Grants made on Attendance of 176 + 16 Days.	Somerset.	Dorset.	Devon.	Cornwall.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1856	1,508 12 0	510 18 0	382 0 0	252 13 0	363 1 0
1857	2,385 8 0	839 4 0	429 16 0	698 5 0	420 7 0

Character of instruction.

The instruction is decidedly improved, both in extent and character, excepting in arithmetic; and I regret to observe that, in this most essential branch of school instruction, the summary *b.* gives the following result :—

Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
In 185 schools.	In 98 schools.	In 123 schools.

The two chief causes of this failure have been—

1. The children are put forward into the higher rules before they really understand the principles of the four simple rules, or have had sufficient practice in working them.

2. The teachers in many instances set their sums, day by day, in one continuous and similar manner, writing them on the black-board, and stating the rule by which they are to be worked; so that, when the easiest sums are set by dictation, or in a manner different to that to which the children have been accustomed, they fail, from never having been properly grounded. Having called the attention of the teachers and the school managers to this defect in arithmetic, whensoever it occurred, I trust that I may be enabled to show a better result next year.

Supply of certificated teachers.

The supply of certificated teachers in this district has not been in any way equal to the demand. There has been and still is a very great difficulty in procuring certificated teachers, although we have now fifty-five more teachers certificated than at this time last year. Places could have been found for double that number if teachers could have been procured; and this deficiency has tended to keep back a certain number of schools from attaining to that standard which your Lordships' Minutes require, so as to enable the schools to partake of annual grants.

Supply of pupil-teachers and candidates.

I have found no difficulty in the supply of candidates for apprenticeship. In almost every locality where a collective

examination has been held, there have been many candidates competing for the vacancies likely to occur, and several candidates anxious to obtain situations in other localities. The following table will show the number of pupil-teachers and candidates examined by me *in person* during the past year, together with the places at which the examinations were held in the several counties. Mr. Edward Arnold held a few smaller examinations; and several pupil-teachers and candidates were examined also, on the day of inspection, in outlying districts.

Somerset.		Dorset.		Devon.		Cornwall.	
Bath - -	84	Bradford -	23	Barnstaple -	29	Penzance -	15
Bedminster -	33	Maiden Newton	8	Exeter - -	69	Truro - -	75
Bridgwater -	11	Stalbridge -	5	Plymouth -	76		
Clevedon -	9	Shaftesbury -	9	Torquay -	42		
Taunton - -	32	Sherborne -	13	Tavistock -	24		
Yeovil - -	10	Weymouth -	33				
Wells - -	7	Wareham -	36				
	186		127		240		90

Change of teachers.

The unceasing change of teachers has been very injurious to the schools, to the apprenticed pupil-teachers, and to the teachers themselves. Many young persons, fresh from their training institutions, enter upon the duties of school-life and housekeeping without sufficiently realizing the difficulties which every new sphere of life brings with it; hence they speedily lose heart, become dissatisfied, and, instead of meeting those trials as a part of their daily life, they seek by change to escape from them, forgetful of that true wisdom which

> "Makes us rather bear those ills we have,
> Than fly to others which we know not of."

In short, they think more of themselves than of the work in which they have engaged; whereas, if they looked upon their school duties as a mission to their fellow men, as well as a profession for their own personal happiness and advancement, they would see the real gain of mastering difficulties as they arise, and making them a part of that cross which it is their duty to bear with patience.

New broad sheet.

I am anxious to call the attention of school managers and teachers to a few alterations which have been made during the past year in the "broad sheet." It was felt by many persons, besides Her Majesty's Inspectors of schools, that on certain subjects, for example, grammar and geography, there was a vagueness in the "broad sheet" which made it difficult for the pupil-teachers to ascertain the exact portion of the subjects upon which they were to prepare themselves for examination in the different years of their apprenticeship. It will be

seen from the new "broad sheet" that the work for the separate years has been far more clearly defined. The religious knowledge remains as in former years, and likewise the reading. The examination in drawing is now principally carried on by the Department of Science and Art, under your Lordships. It was also found by Her Majesty's Inspectors that, as arithmetic was not entered upon the "broad sheet" for the 3rd, 4th, and 5th years (*male*), it was put aside by many of the apprentices, and, when they were examined as candidates for Queen's scholarships, their knowledge of it was very deficient. That excuse is now removed, as arithmetic stands for each year from the election to the fifth year inclusive, and will always form a portion of each examination.

Scheme for examination upon religious knowledge.

At the request of the school teachers, in my report for 1853, I published a scheme showing the particular portions of Holy Scripture and the Book of Common Prayer out of which the examinations for the different years of apprenticeship would be taken. I have seen no cause to alter this scheme, and therefore take this opportunity of stating that the following will continue to guide me in setting the examination papers, until further notice be given to the contrary:—

Candidates for admission to repeat the Church catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture history.

END of FIRST YEAR.

The Bible, Old Test.—Until the death of Moses.
„ *New Test.*—Leading points of one Gospel (say St. Matthew).
The Prayer Book.—General idea of Morning and Evening Service. Text of Church Catechism (as before), with Scriptural proofs of Creed, and accurate knowledge of Lord's Prayer.

END of SECOND YEAR.

The Bible, Old Test.—Until the death of Samuel.
„ *New Test.*—Fair knowledge of one Gospel (say St. Matthew.)
The Prayer Book.—Morning and Evening Service, with Litany and Communion Service. Text of Church Catechism with Creed and Lord's Prayer (as before), and Ten Commandments as explained in the duty towards God and our neighbour.

END of THIRD YEAR.

The Bible, Old Test.—Until revolt of Ten Tribes.
„ *New Test.*—One Gospel (say St. Matthew), with miracles and parables of our Blessed Saviour.
The Prayer Book.—General idea of the Book of Common Prayer. Catechism as before, with Scripture proof for Sacraments.

END of FOURTH YEAR.

The Bible, Old Test.—Until captivity of Two Tribes.
„ *New Test.*—One Gospel accurately, others generally, with some idea of their harmony.
The Prayer Book.—Book of Common Prayer, with Scripture proof for Church Catechism.

END of FIFTH YEAR.

The Bible, Old Test.—Until Malachi, inclusive.
„ *New Test.*—Harmony of Gospel, with the Acts of the Apostles.
The Prayer Book.—Book of Common Prayer.

Much real good is effected by night schools, and their number is increasing greatly in every part of the district. Only two of these schools are officially inspected by me. Night schools.

The reformatory schools of Bath and Brampford's Wood, Exeter, have been placed under Her Majesty's Inspector of Parochial Union schools, during the past year. I have, therefore, no special report to make upon them. Reformatories.

The Exeter Training College for male students, and the Salisbury Institution for females, are both full, and both are giving satisfaction to their committees of management, to the managers of schools, and, I believe, to the students themselves. During the past year it has been decided to build a college at Truro for females; and an examination was held in Truro for the first time, at Christmas, for candidates for certificates and for Queen's scholarship. Training colleges.

I append an alphabetical list of the schools to which certificated or registered teachers have been appointed, and in which pupil-teachers have been apprenticed; with the number of children present in each school on the day of inspection.

ALBHABETICAL LIST of SCHOOLS to which CERTIFICATED or REGISTERED TEACHERS have been appointed, and in which APPRENTICES have been sanctioned.

*** B, signifies Boys' school; G, Girls'; I, Infants'; M, a Mixed school.

NAME OF SCHOOL.	Number of Children present on day of Inspection.	Description of School.	Apprentices.			Certificated and Registered Teachers, and Assistant Teachers.
			Male.	Female.	Total.	
SOMERSETSHIRE.						
Burnham	45	M	–	–	–	Master certificated.
Bishop's Hull	49	M	–	1	1	Mistress certificated.
Bruton	126	M	–	3	3	Mistress certificated.
Butleigh	110	I M	2	1	3	Master certificated.
Beckington	62	M	–	1	1	Mistress certificated.
Bedminster	461	B G	4	5	9	Mistress certificated.
Bath, Weymouth House	277	B G	5	4	9	Master and mistress certificated.
„ Abbey and St. James'	256	I	–	4	4	Mistress certificated.
„ Walcot, Guinea Lane	483	B G I	5	6	11	Master registered and mistress certificated.
„ Bathwick	79	B G	–	–	–	
„ Lyncombe, St. Mark's	381	B G I	3	6	9	Master registered and mistress certificated.
„ Widcombe, Parochial	203	B G	2	2	4	Master and mistress certificated.
„ „	136	I	–	2	2	Mistress certificated.
„ Beacon Hill	77	I M	1	1	2	Master registered.
„ Octagon Chapel	60	G	–	1	1	Mistress certificated.
„ St. Saviour's	153	B G	2	2	4	Master and mistress certificated.
„ Trinity	194	B G	2	2	4	Master certificated and mistress registered.
„ Weston	270	B G I	2	2	4	Master and mistress certificated.
Bridgwater, Dr. Morgan's	187	B	3	–	3	Master certificated.
Castle Carey	87	B G	–	–	–	Master certificated.
Chew Magna	67	M	1	–	1	Master registered.
Combe, St. Nicholas'	107	I M	1	–	1	Master certificated.
Clevedon	118	B G	1	1	2	Master and mistress certificated.

Alphabetical List of Schools—*continued.*

Name of School.	Number of Children present on day of Inspection.	Description of School.				Apprentices.			Certificated and Registered Teachers, and Assistant Teachers.
						Male.	Female.	Total.	
Combe Down	65	–	–	–	–	1	–	1	Master certificated.
Chantry	–	–	–	–	M	–	1	1	Mistress certificated and assistant teacher.
Cannington	127	–	–	–	M	–	3	3	Master certificated.
Crewkerne	124	B	G	–	–	2	1	3	Master and mistress certificated.
Evercreech	197	B	G	–	–	1	3	4	Master and mistress certificated and one assistant teacher.
Frome Selwood	67	B	–	–	–	–	–	–	Master certificated.
Freshford	56	–	–	–	M	–	2	2	Mistress certificated.
Glastonbury	82	B	–	–	–	2	–	2	Master certificated.
„	50	–	G	–	–	–	1	1	Mistress certificated.
Keynsham	113	B	G	–	–	1	1	2	Master and mistress certificated.
Kington Magna	69	–	–	–	M	–	–	–	Master registered.
Middlezoy	47	–	–	–	M	–	–	–	Master registered.
Milverton	219	–	–	I	M	2	4	6	Master and mistress certificated.
Mells	125	B	G	–	–	–	2	2	Master and mistress certificated.
Martock	125	B	G	–	–	2	–	2	Master certificated.
Midsomer Norton	133	B	G	–	–	2	–	2	Master registered.
Montacute	102	–	–	–	M	2	1	6	Master certificated.
Milborne Port	106	B	G	–	–	1	–	1	Master certificated
Merriot	52	–	–	–	M	1	1	2	Master certificated.
Mark	68	–	–	–	M	–	1	1	Master registered.
Nailsea, Parochial	74	–	–	I	M	–	–	–	Master certificated.
„ Christ's Church	86	–	–	I	M	–	–	–	Master registered.
Nether Stowey	105	–	–	–	M	2	–	2	Master certificated.
North Petherton	210	–	–	–	M	3	–	3	Master certificated and one assistant teacher.
Nettlecombe (Yar)	50	–	–	–	M	1	–	1	Master certificated.
North Curry	134	–	–	–	M	2	–	2	Master certificated.
Old Cleeve	53	–	–	–	M	1	–	1	
Paulton	162	B	G	–	–	1	1	2	Master and mistress certificated.
Publow, Pyne's	78	–	–	–	M	1	–	1	
Portishead	72	–	–	–	M	–	1	1	Mistress certificated.
Radstock	77	–	–	–	M	3	–	3	Master certificated.
Redcliff, St. Mary's	367	B	G	–	–	5	3	8	Master registered and mistress certificated.
„ „	185	–	–	I	–	–	–	–	Mistress certificated.
Rockwell Green	133	–	–	–	M	3	–	3	Master certificated.
Thorn Falcon	31	–	–	–	M	–	–	–	Mistress certificated.
Twerton	148	B	G	–	–	1	1	2	Master certificated.
Taunton, Holy Trinity	186	B	G	–	–	2	2	4	Master certificated.
„ Central	293	B	G	I	–	4	2	6	Master and mistress certificated.
Temple Combe	50	–	–	–	M	–	1	1	Mistress certificated.
Weston-super-Mare	266	B	G	–	–	3	3	6	Master and mistress certificated.
Wookey	104	–	–	I	M	1	1	2	Master and mistress certificated.
Wrington	114	B	G	I	–	–	2	2	Master and mistress certificated.
Wells, Blue Coat	78	B	G	–	–	1	–	1	Master certificated.
Wraxall	101	B	G	–	–	1	1	2	Master and mistress certificated.
West Charlton	74	–	–	–	M	1	–	1	Master certificated.
Wellington	210	–	–	–	M	2	3	5	Master certificated.
Wincanton	90	–	–	–	M	–	1	1	
West Pennard	152	–	–	I	M	1	2	3	Master and mistress certificated.
Dorsetshire.									
Beaminster	69	–	G	–	–	–	1	1	Mistress certificated.
Blandford	117	B	–	–	–	4	–	4	Master certificated.
„	213	–	G	I	–	–	3	3	Mistress certificated.
Bradford Peverell	43	–	–	–	M	–	1	1	Mistress certificated.
Corfe Castle	219	–	–	I	M	3	1	4	Master and mistress certificated.

Alphabetical List of Schools—*continued.*

Name of School.	Number of Children present on day of Inspection.	Description of School.	Apprentices. Male.	Female.	Total.	Certificated and Registered Teachers, and Assistant Teachers.
Chardstock	121	– – – M	–	–	–	Master and two mistresses.
Compton, Nether and Over	51	– – – M	–	1	1	Mistress certificated.
Cattistock	52	– – – M	–	–	–	Master certificated.
Critchill Moor	83	– – – M	–	–	–	Mistress certificated.
Dorchester	360	B G – –	2	4	6	Master certificated and mistress registered.
Gillingham	91	– – – M	–	2	2	Mistress certificated.
„ East Stower	49	– – – M	–	1	1	Mistress certificated.
Handley	79	– – – M	–	1	1	Mistress certificated.
Kingstone	90	– – – M	–	1	1	Master certificated.
Kington Magna	69	– – – M	–	–	–	Master registered.
Langton Maltravers	164	– – – M	–	3	3	Mistress certificated, and three pupil-teachers.
Long Bredy	55	– – – M	–	–	–	Master certificated.
Lyme Regis	173	– – I M	–	1	1	Master and mistress certificated.
Maiden Newton	118	– – – M	3	–	3	Master certificated.
Longfleet	61	– – – M	1	–	1	
Netherbury	48	– – – M	–	–	–	Mistress certificated.
Osmington	60	– – – M	–	1	1	Mistress certificated.
Powerstock	65	– – – M	1	–	1	
Piddletrenthide	40	– – – M	1	–	1	Master certificated.
Preston	55	– – – M	–	1	1	Mistress certificated.
Poole	181	B G – –	2	2	2	Master certificated.
Pimperne	89	– – – M	–	2	2	Mistress certificated.
Rampisham	33	– – – M	–	–	1	Mistress certificated.
Swanage	162	– – I M	2	–	2	Master certificated.
Sherborne	337	B G I –	2	6	8	Master and mistress certificated.
Stalbridge	160	B G – –	1	2	3	Mistress certificated.
Shaftesbury	95	B G – M	2	1	3	Mistress certificated.
Stower Provost	58	– – – –	1	–	1	
Sutton Waldron	40	– – – M	–	–	–	Mistress certificated.
Tollard Royal	72	– – – M	–	1	1	
Tarrant Hinton	65	– – – M	–	1	–	Mistress certificated.
Verwood	107	– – – M	–	–	–	Mistress certificated and one assistant teacher.
Wyke Regis	47	B – – –	–	–	–	Master certificated.
Weymouth Church School	403	B G I –	5	6	11	Two mistresses certificated.
„ Trinity	404	B G – –	3	5	8	Master and mistress certificated.
Wareham	226	– – – M	6	2	8	Master certificated.
Winterbourne Whitchurch	42	B – – –	–	–	–	Master certificated, since left.
Wimborne Minster	344	B G – –	3	4	7	Master and mistress certificated.
West Fordington	43	– – I –	–	–	–	Mistress certificated.
Whitchurch Canonicorum	51	– – – M	1	–	1	Master certificated.
Devonshire.						
Axminster	237	B G – –	2	4	6	Master and mistress certificated.
Axmouth	53	– – – M	1	–	1	Master certificated.
Appledore	101	– – – M	1	2	3	Master certificated.
Barnstaple, Trinity	40	B – – –	1	–	1	Master certificated.
„ National	100	– – – M	–	2	2	
„ Blue Coat	64	B – – –	2	–	2	
Bideford Longbridge	279	B G I –	3	2	5	Master and mistress certificated.
Brixham	299	B G I –	1	2	3	Master and mistress certificated.
Broad Clyst	81	B G – –	–	–	–	Master certificated.
Berry Nabor	85	B G – –	–	–	–	Master registered.
Bishop's Teignton	104	– – – M	–	1	1	Master registered.
Combe Martin	93	– – – M	2	1	3	Master certificated.
Castle Hill	98	– – – M	1	1	2	Master certificated.
Chagford	78	– – – M	2	–	2	Master certificated.
Collumpton	51	B – – –	1	–	1	Master certificated.
Chittlehampton	74	– – – M	–	–	–	Master registered.

Alphabetical List of Schools—*continued.*

Name of School.	Number of Children present on day of Inspection.	Description of School.	Apprentices.			Certificated and Registered Teachers, and Assistant Teachers.
			Male.	Female.	Total.	
Devonport, St. Stephen's	329	B G I –	3	3	6	Master and mistress certificated.
„ St. Mary's	137	– – – M	3	–	3	Master certificated.
Dodbroke and Kingsbridge	115	– – – M	1	–	1	Master certificated.
Dawlish	257	B G I –	1	1	2	
Dittisham	56	– – – M	1	–	1	Master certificated.
Devonport, St. James'	225	B G I –	3	–	3	Master certificated.
Exeter, National	276	B G – –	5	3	8	Master registered and mistress certificated.
„ Episcopal	264	B G – –	5	3	8	Master and mistress certificated.
„ Central	364	B G – –	6	4	10	Master and mistress certificated.
Exmouth	149	B – – –	3	–	3	Master registered.
Exeter, St. James'	164	B G – –	1	2	3	Master and mistress certificated.
„ St. Sidwell's	253	B G – –	–	1	1	Master certificated.
Gulworthy	81	– – – M	–	–	–	Master certificated.
Halberton	146	– – I M	2	2	4	Master certificated.
Heavitree	81	B – – –	–	–	–	Master certificated.
Holsworthy	70	– – – M	1	1	2	Master certificated.
Hooe	94	– – – M	1	–	1	Master certificated.
Ilfracombe	154	B G – –	1	1	2	Master and mistress certificated.
Ide	84	– – – M	–	–	–	Master certificated.
Kenn	110	– – – M	2	–	2	Master certificated.
Kelly	50	– – – M	1	–	2	
Loxhore	33	– – – M	–	–	–	Mistress certificated.
Lympstone	50	– – – M	1	–	1	Master certificated.
Milton Abbot, Free	46	B – – –	1	–	1	Master certificated.
„ National	46	– G – –	–	2	2	
Morchard Bishop	224	B G I –	1	1	2	Master and mistress certificated.
North Molton	44	– – – M	–	–	–	Master certificated.
Northam	119	– – – M	–	2	2	Mistress certificated.
Ottery, St. Mary's	72	B – – –	–	–	–	Master certificated.
Okehampton	99	B G I –	–	–	–	Master certificated.
Paignton	90	– G – –	–	2	2	Mistress registered.
Plymouth, Christ's Church	199	B G – –	2	–	2	Master certificated.
„ St. Andrew's Chapel	121	B G – –	2	–	2	Master certificated.
„ Trinity	220	B G – –	2	1	3	Master and mistress certificated.
Plymstock	146	B G – –	1	–	1	Master certificated.
Plympton, St. Mary's	152	B G – –	3	–	3	Master and mistress certificated.
Plymouth, Charles	834	B G I –	10	12	22	Master and two mistresses certificated, and one assistant teacher.
„ Grey	60	B – – –	1	–	1	Master certificated.
Raddon Chapel	88	– – – M	1	–	1	Master certificated.
Stonehouse	221	B G – –	3	2	5	Master and mistress certificated.
Stokenham	119	– – – M	1	–	1	Master certificated.
Saint Mary Church	124	B G I –	1	2	3	Master and mistress certificated.
Sandford	79	B G – –	1	1	2	Master certificated.
South Molton	102	– – – M	2	–	2	Master certificated.
Saint Mary Tavy	75	B – – –	–	–	–	Master certificated.
Tavistock	281	B G I –	3	4	7	Master and mistress certificated.
Torquay	278	B G I –	3	3	6	Master certificated.
Turnchapel	52	– – I –	–	–	–	Mistress certificated
Tor	290	B G I –	2	4	6	Master and mistress certificated.
Thorverton	112	B G – –	1	–	1	Master certificated.
Tiverton	169	B G – –	1	1	2	Master certificated.
Upton Pyne	100	– – – M	2	–	2	Master certificated.
Woolborough & Highweek	164	B G – –	2	–	2	Master certificated.
Whimple	96	– – – M	1	–	1	

Alphabetical List of Schools—*continued.*

Name of School.	Number of Children present on day of Inspection.	Description of School.	Apprentices. Male.	Female.	Total.	Certificated and Registered Teachers, and Assistant Teachers.
CORNWALL.						
Austle, Saint	143	B G	3	2	5	Master and mistress certificated.
Breward, Saint	26	M	–	–	–	Master certificated.
Breage, Saint	154	B G	2	1	3	Master and mistress certificated.
Bodmin	64	B	–	–	–	Master certificated.
Baldiu	105	M	2	–	2	Master certificated.
Calstock	165	B G	1	1	2	Master and mistress certificated.
Crowan	77	G	–	3	3	Mistress certificated.
Camborne	240	B G	2	2	4	Master and mistress certificated.
Chasewater	76	B	2	–	2	Master certificated.
Ewe, Saint	157	M	3	–	3	Master certificated.
Erth, Saint	162	B G	2	1	3	Master and mistress certificated.
Feock, Saint	84	M	1	–	1	Master certificated.
Illogan	158	B	3	–	3	Master certificated and one assistant teacher.
Launceston	121	B G	2	2	4	Master certificated.
Menheniot	121	B G	1	–	1	Master and mistress certificated.
Marazion	60	B	2	–	2	Master certificated.
Mylor Bridge	190	B G I	2	2	4	Master and mistress certificated.
Pendeen	140	I M	1	–	1	Master certificated.
Pensilva	85	M	–	–	–	Master certificated.
Penrose	42	M	–	–	–	Mistress certificated.
Redruth	167	B	4	–	4	Master certificated.
Stratton	83	B G	1	–	1	Master and mistress certificated.
Scilly Isles, Carn Thomas	93	M	2	–	2	Master certificated.
„ Saint Mary's	109	I	–	2	2	Mistress certificated.
„ Tresco	113	I M	2	–	2	Master certificated.
„ Saint Martin's	25	M	–	–	–	
Stoke Climsland	129	B G I	1	3	4	Master and mistress certificated.
Tywardreath	126	B G	1	–	1	Master certificated.
Truro, St. Mary's	209	B G	4	–	4	Master registered.
Truro, Fremantle Street	241	B G	3	1	4	Master & two mistresses certificated.
Trevenson	153	B	5	–	5	Master certificated.
„ Pool	197	G I	–	5	5	Mistress certificated.

I would here beg to be allowed to record my sincere thanks to the Right Rev. Lord Auckland, Bishop of Bath and Wells, and to the Lord Bishops of Exeter and Salisbury, and to the laity and clergy throughout my district, for their unvaried kindness to myself and my colleagues during the past year.

I have the honor to be, &c.

E. DOUGLAS TINLING.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. E. D. TINLING AND REV. E. P. ARNOLD.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children						
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	282	115	100	42	149	19,439	15,404	16,290	12,967	43,350	229	517
Simple Inspection	55	9	9	7	42	1,851	1,552	1,653	1,380	4,527	–	–

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	6·85	7·54	9·22	11·94	12·89	12·27	11·82	10·01	7·5	5·19	2·95	1·82
Simple Inspection	9·84	9·42	10·62	12·3	13·62	11·03	11·16	8·76	6·42	3·74	1·93	1·16

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	40·92	21·03	16·05	9·75	6·26	5·99
Simple Inspection	40·43	25·09	17·83	8·7	5·22	2·73

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools out of 424 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	351	59	265	28	62	17	24	14
Catechism	349	59	268	28	63	19	18	12
Reading	350	59	271	43	68	13	11	3
Writing	346	49	293	41	40	7	11	1
Arithmetic	349	57	169	16	85	13	95	28
Geography	334	51	236	18	76	7	22	6
Grammar	273	11	150	5	98	1	25	5
History	139	9	109	4	19	4	11	1
Music from Notes	33	3	31	3	1	—	1	—
Drawing	23	—	20	—	3	—	—	—

SUMMARY *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly, or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	364	26	10	378	18	–	328	54	17	317	29	11	355	38	5	326	52	19	247	17	19
Simple Inspection	37	5	3	47	11	6	30	18	7	37	12	4	30	16	16	45	11	7	2	–	3

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 261 (Annual Grants) + 39 (Simple Inspection) = 300* of Schools enumerated in Summary *a*.				Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	1,835 18 9	11,247 2 4	6,664 10 9	2,803 2 9	22,550 14 7	0 16 6½
Simple Inspection	123 2 5	882 10 3	493 12 5	174 13 4	1,673 19 5	0 14 0½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 261 (Annual Grants) + 39 (Simple Inspection) = 300* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	17,550 15 0	1,799 7 10	4,988 9 11	24,338 12 9	0 17 10	27,274
Simple Inspection	1,418 3 9	64 4 6	264 11 8	1,746 19 11	0 14 8	2,384

SUMMARY *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income)		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	Annual Grants.	80 5 0	48 17 3	55 18 3	30 19 7	61 0 0	25 15
	Simple Inspection	—	36 10 9	—	21 11 8	—	15 16 5
Number on which average is taken	Annual Grants.	142	69	73	67	9	23
	Simple Inspection	—	21	—	23	—	5
Number provided with house or rent-free	Annual Grants.	78	42	33	31	3	6
	Simple Inspection	—	13	—	10	—	1

* The number of schools inspected during the year was 337; but from 37 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	243	34,02[illegible]	67·53	25·72	3·95	1·73	1·07
Simple Inspection	29	2,118	71·38	21·77	2·31	·9	3·64

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* NORFOLK, SUFFOLK, *and* ESSEX.

MY LORDS, January 1858.

I HAVE the honor to present to your Lordships a report on the schools inspected in the Eastern district of England, between the 1st of September 1856 and the 31st of August 1857. The number of places visited by myself was 131, in which were inspected :— Review of work of inspection.

Night schools -	2
Boys' schools -	51
Girls' schools -	49
Mixed schools	70
Infants' schools	35
Total	207

The total number of children in these schools when inspected was :—

Boys	7,975
Girls	6,338
Infants	2,883
Total	17,196

The number of miles travelled amounted to 3,842.

The number of places visited by the Rev. W. Campbell, the Assistant Inspector of the district, was 83, and the number of schools inspected as follows :—

Night	1
Boys' -	18
Girls' -	15
Mixed	63
Infants'	9
Total -	106

The total number of children in the schools inspected by Mr. Campbell was—

Boys	3,183
Girls	3,164
Infants	972
Total	7,319

which, added to the number inspected by myself, makes a grand total of 24,515 children.

Mr. Campbell has also assisted in the inspection of the London district, and visited schools in 23 places.

	No. of Schools.	No. of Children in those Schools.
Boys'	13	2,046
Girls'	10	880
Infants'	4	707
Mixed	29	—
Total	56	3,633

The number of miles travelled by Mr. Campbell was 2,352.

Pupil-teacher examinations.

The following table shows the places at which general examinations of pupil-teachers and candidates for apprenticeship were held, and the numbers that attended:—

	Boys.							Girls.							Grand Total.
	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	
By Rev. M. Mitchell.															
Yarmouth	4	4	3	2	2	2	17	4	3	-	3	3	1	14	31
Norwich	6	1	3	7	2	5	24	14	3	-	5	2	3	27	51
Lynn	9	4	5	4	1	3	26	11	8	2	3	-	1	25	49
Saffron Walden	3	1	1	1	1	2	9	6	4	3	1	1	2	17	26
Colchester	7	3	2	-	2	-	14	7	5	-	-	-	-	12	26
Chelmsford	4	3	2	3	-	1	13	5	1	4	4	3	1	18	31
Halstead	5	2	-	3	1	2	13	3	-	-	1	1	-	5	18
Halesworth	2	-	4	1	-	1	8	4	-	2	3	1	-	10	18
Lowestoft	-	2	2	-	-	-	4	3	3	-	-	-	-	6	10
Ipswich	7	7	5	10	9	5	43	16	7	7	6	7	5	48	91
West Ham	10	5	4	2	2	1	24	17	5	2	1	2	3	30	54
Total	57	32	31	33	18	22	195	90	39	20	27	20	29	211	406
By Rev. W. Campbell.															
Fakenham	3	-	1	2	-	-	6	3	-	2	3	-	-	10	16
Bury	3	1	1	3	2	2	12	2	-	-	-	-	-	2	14
Aldborough	3	-	2	-	1	1	7	2	1	-	-	-	-	1	8
Total	9	1	4	5	3	3	25	7	1	2	3	-	-	13	38
Aggregate total	66	33	35	38	21	25	220	97	40	22	30	20	29	224	444

New buildings.

New buildings have been opened at Lynn, All Saints'; Ipswich, St. Matthew's; Lynn, St. Margaret's; Southwold; Ashwicken; Stanway; Mistley; Stoke-by-Clare; Foxearth; Chadwell, St. Mary's; Halvergate; Chedgrave; Thorpe, St. Matthew; Hopton; Thornham; Cockfield; Chelmondiston; Denham.

Improved buildings.

Buildings have been improved at Witham; Lexden; Norwich, St. Stephen's; Halstead, Holy Trinity; Stamford Rivers; Ipswich, St. Clement's; Holkham; Great Rhyburgh; Framingham; Diss; Downham Market; Brome and Oakley, Hitcham.

New fittings have been provided at Wethersfield; Great Yeldham; Stratford, St. John's; Framingham; Diss; Hessett; Welnethan; Falkenham; Forncett, St. Peter's. New fittings.

Froëbel's system is partly introduced at Halesworth; Norwich, St. Stephen's; and at Lakenham.

The ventilation has been improved at Lowestoft, St. John's; and at Leigh. There are forty-nine schools reported upon whose ventilation and light are defective. Ventilation.

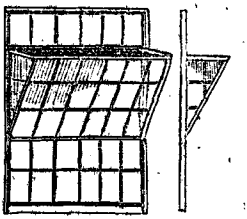
My observations in previous reports respecting the lighting and ventilation of schools are beginning to work a good effect. In many cases the managers have made the alterations suggested; in all cases with good results, and in some with perfect satisfaction. It is curious that two pupil-teachers only have died in the district in the last year, and that, in each case, I had often lamented to the managers the method of lighting, and the imperfect state of the ventilation of the school. It is impossible to insist too strongly on the necessity of paying the greatest attention to these most important matters. There is no calculating the permanent injury that must arise to the health and constitution of children immured for hours in rooms whose air is poison. The ultimate results must remain unknown. Those which we do perceive are constant restlessness and an impossibility of commanding the attention, a sickliness of look in the instructor, and great exhaustion, with weariness. The work of teaching becomes a labour and drudgery; energy and life cease, especially in the latter part of the day, and the instruction becomes a nullity. As year after year passes away, the derangement becomes more confirmed, and the result is that the master loses his activity; his school lacks its success; and too often he retires with spirit broken and health infirm to seek some other field of labour, and complains of the unhealthiness of school-keeping, when in fact he should only regret the uncared-for insalubrity of his ill-ventilated and imperfectly lighted room. I know this to be the case from the sensations constantly experienced after inspecting schools so circumstanced; the fatigue and weariness consequent on a day spent in some rooms are intense, from no other cause but this; and medical men and those who have studied the subject are well aware of the fact. Lighting and ventilation.

"Whatever renders the blood impure," says Dr. Hall, "tends to originate consumption; whatever makes the air impure makes the blood impure. It is the air we breathe which purifies the blood. And as, if the water we use to wash our clothing be dirty, it is impossible to wash the clothing clean; so if the air we breathe be impure, it is impossible for it to abstract the impurities of the blood. What then are some of the more prominent things that render the air impure? It is the nature of still water to become impure. Running water purifies itself. Air in motion—draughts of air are self- Dr. Hall on ventilation.

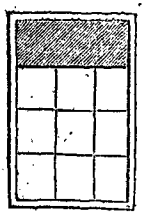
purifiers. Thus it is that the air of a close room becomes impure inevitably. Thus it is that close rooms bring consumption to countless thousands. Hence all rooms should be so constructed as to have a constant draught of air passing through them. A man of ordinary size renders a hogshead of air unfit for breathing, and consumes its blood-purifying qualities every hour. Hence sleeping in close rooms, or sitting for a very short time in a crowded vehicle, or among a large assembly, is perfectly corrupting to the blood; close bedrooms make the graves of multitudes."

Remedies for defective ventilation.

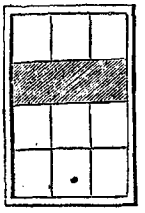
The great number of schools ill ventilated, and the confessed difficulties of providing remedies, will be an apology for my advancing any suggestions that practical experience enables me to think may prove effective. In many schools, the very simplest attention to the admission of fresh air has been omitted or overlooked. In one school, new large glass panes have been substituted for diamond lattice ones; but, as none of the casements have been made to open, the consequence is that the room is the most unhealthy that can be conceived. In another school for 100 children, the amount of fresh air that could be admitted was gained from small 1½ foot openings in three windows. It is very evident that this quantity is totally inadequate.* But also in schools where there seems to be plenty of ventilation, the openings being sufficient, the ventilation is often insufficient, simply because the arrangement is imperfect. Thus, very little ventilation is produced from windows of this (the Hopper) form. Sometimes, also, the openings are in wrong positions. Ventilation should be gained from the upper portion of windows, not the middle or lower, as—



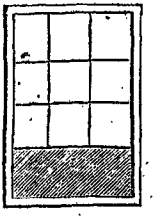
thus:



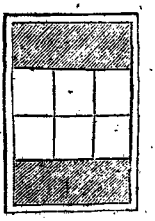
not thus:



or worse thus:



perhaps the best plan is to open the sash at the top and bottom in the ordinary way.



* Writers differ much as to the quantity of air required for healthy respiration. Péclet gives 5 cubic feet per minute as necessary for each man; Vierordt, 2½; Dr. Reid, 10; Dr. Arnott, 20; whilst Dr. Roscoe considers, from experiments in schools and barracks, that 10 feet per minute is insufficient, and that at least 20 feet are necessary to remove completely the organic putrescent matter, at least in the soldiers' sleeping rooms.—*Paper addressed by Dr. Roscoe to the Chemical Society*, quoted in *Society of Arts Journal*, Nov. 13, 1857.

The situation of the window also should be attended to. Most rooms with high pitched roofs are ill ventilated because the windows are too low down, as in Fig. 1.

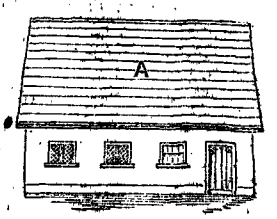


Fig. 1.

Now, in this case, as hot and foul air rises, it accumulates in the roof A, and thence descends to pollute the centre of the room. To relieve such a room as this, ventilating windows are placed in the gables, often in most mistaken positions, as at B, Fig. 2, where they can be of little or no use. These ventilating windows should be placed as high up as possible, as at C, in Fig. 2. There should also be always a draught through, from one gable to the other; and the larger these ventilators are made the better.

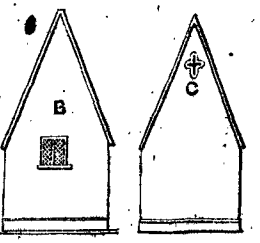


Fig. 2.

But again, in cases where there is plenty of opening, and even in the right place, it often happens that rooms are not well ventilated, because attention has not been paid to the conditions by which air is acted upon There are many rooms in which the windows turn on a pivot, as shown in Fig. 3, A. A little reflection would show this to be an imperfect arrangement. Ordinarily cold air descends; hot air ascends. By this arrangement, the hot air of the crowded room ascends, strikes the opened pane, and is returned into the room again; while the cold air, descending, is diverted outwards. Simply change the position of the casement, as shown in Fig. 3, B, —and the room is ventilated, the cold being admitted and the hot directed outwards. The objection to this arrangement is that rain will enter by the opening; but this inconvenience may be obviated if the eaves be extended. It will be evident, if the above propositions be true, that all ventilation attempted by merely letting a part of the

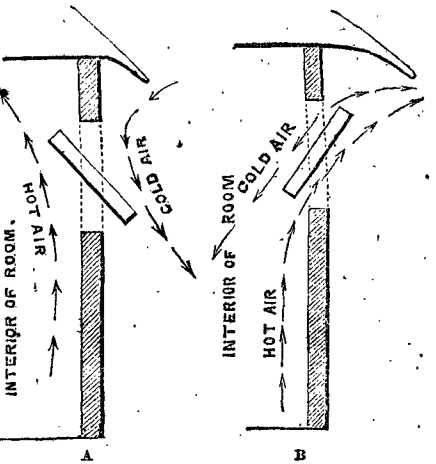


Fig. 3.

window fall inwards is imperfect. I should advise, therefore, that no window should be formed with the hinge at the base, B, Fig. 4,; nor even with the hinge at the top, C; and decidedly not with the pane opening outwards, towards D.

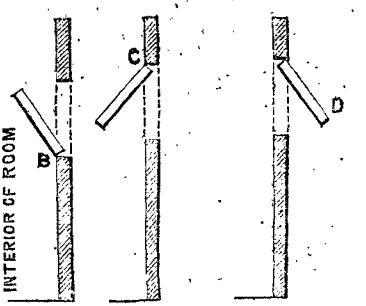


Fig. 4.

In coved rooms, as shown in Fig. 5, a slit or sort of open cornice along the ceiling on each side may be advantageously introduced at D D. This will admit the foul air into the chamber between the roof and the ceiling, which will not return into the room, but find its way out by the ventilating window F.

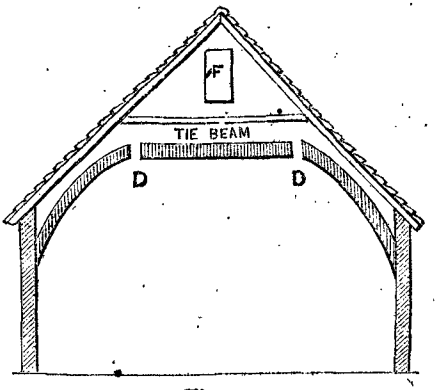


Fig. 5.

Ceiled flat rooms are more easily ventilated than those with high pitched roofs. Such rooms, of this form, as are not well ventilated, may be rendered healthy by the running of perforated zinc tubes through them, from wall to wall, close to the ceiling.*

I find lanterns raised above the roof, also dormer windows, of very little use as ventilators. Besides the difficulty of reaching to them, the strings and pullies get quickly out of repair, and are not quickly repaired. All means of ventilation should be placed out of the reach of the children.

Diamond panes.

I am glad to see my opinion on diamond panes supported by an architect who enjoys one of the highest reputations in the profession for his knowledge of Gothic architecture, and have only to remark in addition that, in schools, we do not want so much to see out of the windows as to see what we are about inside the rooms:

"In this country the great crux in Gothic domestic work is how the windows are to open. For the glazing, it seems to me, that if we condemn the old system of diamonds or small pattern glazing as inconsistent with the spirit of our age, and our praiseworthy desire to see clearly out of our

* A plan recommended by Sir John Walsham, and which answers very well indeed.

windows, we ought in good houses to go into the opposite extreme of plate glass as undivided as possible. It is one of the most useful and beautiful inventions of our day, and eminently calculated to give cheerfulness to our houses."*—*G. G. Scott on Gothic Architecture.*

My recommendations to managers are sometimes curiously assisted, as the following letter proves;—

"But your point had been already gained in a different way. Last night some blankets for distribution were left in the girls' school, and a hole was cut in one of the windows, and sixteen new pairs abstracted. They were marked, and I hope to get them again. But I thought here is a beginning, and I find that a glazier would put in fresh glass at 10*s.* a window. So we are in the way of removing the dizziness of eye and brain."

On yellow coloured rooms.

I am quite convinced that the contributor to "Chambers' Journal," whose remarks appeared in my last year's report, is quite correct in his views as regards rooms with yellow-washed walls, and that this peculiar colour produces an effect of melancholy and depression. There are three schools in my district, with yellow-coloured walls, where this effect is produced, viz., at Rendlesham, Kesgrave, and the girls' school at Lowestoft. There seems also, from some letters in the *Times* (January 1858), to be arsenic mingled in the composition of yellow papers, the effect of which is most injurious. The Rev. S. Clark, Principal of the Battersea Training College, has had the walls of a room so coloured re-washed in stone colour, and the change has been most advantageous.

Favourable report for the year.

The report that I am able conscientiously to make this year respecting the schools inspected is generally more favourable than at any former period. There are more schools that are decidedly doing a true school work; and, of those previously well reported of, there are none that have gone back, while most of them have advanced. I am, however, pained to direct your Lordships' attention to the statement below, as it shows by far too great a number of schools whose condition is still most unsatisfactory. My reports may be thus tabulated :—

	Good.	Moderate.	Bad.	Total.
Boys' - - -	14	21	16	51
Girls' - - -	7	29	13	49
Infants' - - -	9	15	11	35
Mixed - - -	11	34	25	70
	41	99	65	205
And Mr. Campbell's -	37	37	22	96

Unfavourable report.

It must be remembered that, of the Church of England schools, those under inspection are acknowledged generally to be the best schools for the working classes in these three coun-

* No place should be more cheerful than our schools.—M. M.

ties; and yet this is the honest and straightforward result, that, out of 301 schools inspected, eighty-seven at the least, from various causes, must be considered inefficient, and some of them even positively worse. It is not for me to comment on this state of education; I have only to advance it as a fact, and a very lamentable one too, as most people will agree with me in regarding it.

Causes of inefficiency.

The causes of this inefficient state of so many schools may be referred to the following heads. The circumstances of the parish, either the poverty of the population, the illiterate condition of all its classes, the consequent indifference of the parents, the want of sympathy between the various classes, the absence of an upper class, the indifference of the wealthier or chief inhabitants, sometimes their entire and positive opposition, the want of some leading person to direct attention to the subject, and mainly, from all these several causes, the deficiency of funds. The schools described as bad become so from want of proper buildings, of ventilation, of books, of light, and apparatus; from deficiency of intelligence, training, and power in the master; from the absence of discipline, and sometimes from the defective moral condition of the parents of the children, dwelling in squalid habitations, and unaccustomed to more civilized habits. There are, indeed, neighbourhoods in which there seem to be few elements of civilization. The teacher may be efficient, able, zealous, but he is unsupported; he finds it impossible to grapple with his difficulties, and gradually he slackens in his work. We should try ourselves the difficulties of such position before we blame him. Still I believe, even in such places, ways may be devised of promoting good schools. Let the master be well trained,—let his school be thoroughly well supplied with books and apparatus,—let the clergyman look kindly after it, make it a cheerful and cleanly centre of intelligence, and in the end something will be gained; and, to do this, it is not so much that large funds are needed, but that the funds now employed should be well expended. The effect of whitewash, maps, and handsome apparatus is astonishing; and a really good school in a populous neighbourhood will nearly support itself.

Scholars change schools.

To the causes which produce inefficiency of schools we must add the constant influx of new children. A school that is constantly changing its scholars can never be in good condition, and this seems to be the normal state of some schools. I cannot devise a remedy for this evil.

Extreme youth of children.

Another cause of imperfect schools is the extreme youth of the children. In many professing to be for boys and girls, not infants, the greater part of the scholars are mere infants. To

such schools the system adopted is not adapted, and failure must necessarily result.

No change respecting age of children attending school during last six years.

Guided in some measure by the remarks of my colleagues and the managers of schools, in my last report I hazarded an opinion that the age of children attending at schools was on the decrease. I am glad to be able most satisfactorily to state that, on more accurate inquiry, this proves not to be the case. The following is an extract from a paper which I had the honor to read, last year, at the Educational Conference in London :—

"The first annual statement relative to children's age seems to have been made in the year 1850. In that year the reports of ten Church Inspectors produced the following result:—Upon a total of 144,487 children, in every hundred there were in average attendance on the school books,—

12·23 aged ten years.
9·83 „ eleven years.
6·34 „ twelve years.
3·93 „ thirteen years.
2·59 „ fourteen and above.

There will therefore be found to be in every hundred 34·9 above ten years of age; while of those fourteen years and above, there were only 2·59. Such is the result obtained in the year 1850. I concluded if, in addition to this calculation and result of the year 1850, I should obtain a like form for 1855, that the two together (if there were no excessive dissimilarity of result) would manifest pretty nearly the true condition of the question.

"The summaries of the year 1855 include the reports of eleven Church inspectors, and of four other religious bodies, not including the Roman Catholic inspectors.

"The numbers of children in average attendance were,—

Church schools - - -	337·704
Dissenters - - - -	75·516
	413·220

Of these children I find that in the Church schools there were,—		And in Dissent,—	
Aged 10 =	12·3	Aged 10 =	12·0
„ 11 =	9·2	„ 11 =	8·8
„ 12 =	6·3	„ 12 =	6·3
„ 13 =	3·3	„ 13 =	3·4
„ 14 =	1·7	„ 14 =	1·8
	32·8		32·3

Thus in 1855 about thirty-three in the hundred children were above ten years of age, and about two above fourteen. The difference between the numbers in 1850 and 1855 is only two in those above ten, and one-half in those above fourteen years of age; and there are certain considerations which affect even this difference."*

So I conclude that, among the working classes in England, about two-thirds of the children attending school remain there till ten years of age, and about one-fiftieth till fourteen. These

* I believe it will be found that those above 10 or 11 years are mostly children of small shopkeepers, or the better class of mechanics, or of domestic servants.

calculations, of course, do not affect nor are affected by that large class of children who never go to school at all,—about 2,000,000 according to the census of 1851.

Deficiency of funds.

I may remark, as in previous reports, that it is generally the want of funds, not the want of will of the clergy, that chiefly interferes with their exertion to create as well as to improve their schools. They have too frequently the most ungrateful task; to toil unsupported either by the sympathies or the purses of those whose possession of property should entail duties as well as privileges. In fact, it is upon the clergy that the whole burden is too frequently thrown. In assisting parishes thus circumstanced, the capitation grant has proved most beneficial; and by its means schools have been supplied with materials, and various sanitary improvements have been carried out, which otherwise could not have been effected. Thus the Government in fact is doing that which the locality ought to do for itself. The Inspectors cannot bring too frequently under your Lordships notice these circumstances of poverty whenever met with, especially as some people, whose sphere of action is less enlarged, imagine, from the circumstances of their own peculiar neighbourhoods, that there is no deficiency at all, and that as much education is furnished as the country in any way requires.

Deficiency of inspected schools in this district.

Having examined my maps of the three counties for the purpose of ascertaining as far as possible the state of education, as represented by the numbers of Church schools under inspection (I am everywhere informed that these (*i.e.*, inspected schools) are the best schools in the counties), I find, taking the towns named as centres of areas of ten miles in diameter

Norfolk.

(more or less), there are no such schools in—1. Houghton; 2. Great Dunham; 3. Woolerton; 4. Litcham; 5. Wretham; 6. Attlebridge; 7. Horning; 8. Stratton Strawless; 9. Attleborough; in the county of Norfolk.

Suffolk.

Nor in — 1. Ampton; 2. Gidding; 3. Framlingham; 4. South Elmham; in the county of Suffolk.

Essex.

Nor in—1. Thaxted; 2. Toleshunt; 3. Braintree; 4. High Laver; 5. Felstead; 6. Basilden; in the county of Essex.

Considering that each of these areas represent, perhaps, 70 or 80 square miles, we have in Norfolk a total area of 630 square miles; in Suffolk, an area of 280 square miles; and in Essex, an area of 420 square miles; or in the three counties an aggregate area of 1,330 square miles, or thereabouts, in which there is no school under inspection. We must not, however, suppose that this large area is left entirely without the blessing of education. There are, doubtless, numerous small schools with uncertificated teachers, also several schools with small endowments, which ought, I consider, to be placed under

some inspection, if it were only to ascertain to what extent they really afford the education which they profess to offer.* The state of much of the education given in these areas will be best ascertained through the following extract from a letter, dated May 1857, from the Rev. J. Ady, Secretary to the Essex Board of Education, and which more than bears out any statement that I may have made, in previous reports, regarding the inefficient education of the country :—

"Mr. Mitchell's report shows that there is scarcely a tolerable school in any small agricultural parish visited by him. By a careful analysis of it, I do not find half a dozen certificated teachers in any of the parishes under 800; and he visits only the best country schools. There are in Essex more than 300 in addition to his list; all, I should say, inferior to the miserable condition of those that he has inspected."

The following are extracts from letters addressed to me by the clergy in my district :—

Letters from clergy &c.

"The parishes of —— and ——, in the county of ——, are very much in need of a day school. The population, as given last census, —— 583; —— 335.

"I canvassed ——, in order to ascertain the numbers of children available for instruction, and my list very soon gained the number 100. The parents would hail as a great boon the establishment of a good day school for these villages.

"It is much to be lamented that these parishes should remain destitute of secular instruction for the youthful population."—*Letter from ——, a Scripture reader.*

I believe that nothing has been done in the following case :—

"The school has annually cost me not less than 30*l.*, and sometimes considerably more. The farmers are not disposed to help me. I have tried in vain to stir up in them a sense of the value to themselves of an educated peasantry, but all in vain.

Expenditure.	£	s.	d.
Salary of trained master and mistress	50	0	0
Coals	1	0	0
Books, &c.	1	0	0
Repairs	3	0	0
Cleaning	1	6	0
Miscellaneous	2	0	0
	£58	6	0

Say 60*l.* per annum.

Income.	£	s.	d.
Self	10	0	0
Annual subscriptions	4	0	0
Betton's Charity	5	0	0
Children's pence	18	0	0
	£37	0	0

—*Letter from a Clergyman.*

"The alterations in our school-room will amount to 26*l.* 2*s.*; and we are a set of paupers. Can we screw anything out of the Education Board, and, if so, how?"—*Letter from a Clergyman.*

"Will you have the kindness to add, as a postscript privately to myself, in your answer to the letters which I addressed to you yesterday, to the Privy Council Office, a statement of the amount of fittings and apparatus, as a *minimum* (for you know how I am circumstanced in this matter), which

* Should any persons connected with this district be inclined to afford me information upon the points to which I advert, I shall be happy to make use of their information in future reports. Communications may be addressed to me at the Education Department, Downing Street, London, S.W.

will secure your recommendation to the Committee of Council of the payment of the augmentation grant to the master, of the pupil-teacher's gift, and of the capitation fees for the past year, and thus neutralize the effects of any unfavourable report you may feel yourself constrained to make as to the actual state of the school in respect of its apparatus at this moment."—*Letter from a Clergyman.*

"I venture to send you the bill incurred in altering the windows at —— school, which was done at your request, backed by the Committee of Council on Education. As we have no funds to meet the expense, which indeed is much higher than I had anticipated, I shall feel obliged to you to lay it before the Committee of Council, and solicit their aid, or I must pay the amount out of my own pocket, which I am very unwilling to do.

"I may also add that our subscription has fallen off 10*l.* this last year, which we shall not in future obtain."—*Letter from a Clergyman.*

"As I am at all times anxious to do what I can to improve our schools, and only regret that want of funds prevents their being as efficient as I should like to see them, you will much oblige me by stating for what classes in the boys' school you consider additional books and desks are required."—*Letter from a Clergyman.*

"As regards your intention to visit the schools of this parish on the 24th of this month, I have to state that there is not any school in the parish. When I entered on the duties of the vicarage last year, I found that the mistress had been dismissed for want of funds to provide her salary, and that the furniture of the hired house occupied by her had been sold by the executors of my predecessor, it having been provided by him. The school was kept together for a short time under the superintendence of a very incompetent person; but the resources from whence her small stipend was derived having failed, she was dismissed, and the school closed. I have since succeeded in forming a committee. I am now in treaty with a mistress, with whom I hope to come to an arrangement, if I can get together a little furniture for a cottage, which is charity property, and which may be obtained at a small rent. This being our state at present, you will not, perhaps, consider it necessary to visit."—*Letter from a Clergyman.*

"I now beg to inform you that Mrs. ——, of this parish, has obtained the woman the situation of mistress to the schools at ——, and that she intends going there early next week. I therefore do not see that your coming here will be of any use. I paid the woman my subscription up to the 25th ult., viz., at the rate of six pounds per annum.

"The lord of the manor of this parish and that of ——, also the principal landlord of both parishes, subscribed two pounds. This I do consider to be neither fair nor just, as he is deriving an income from the parishes at least three times that of mine."—*Letter from a Clergyman.*

"I think I told you we had no curate at ————; the one that was here when I came was ————, a gentleman who took great interest in the school, and aided me a great deal, by giving Scripture lessons twice a week, also in visiting the parents of the children, and seeing the reason of their absence from school, &c.; he, I am very sorry to say, left last June, and from that time till now I have been without one lady or gentleman coming into the school. There are only about two ladies in the village, and they never come to the school; they never send a bit of work, so that all the work that is done is bits brought by the children. So that I think I fairly may say nearly a twelvemonth I have been left without one single friend or any to help me in my school duties. There is another school opened in the village; therefore any little authority I use over the children, if the parents do not like it, they come and abuse me for, and take their children away."—*Letter of a schoolmistress to a friend, forwarded to me in excuse for the condition of her school.*

The removal of children by the parents from school to school, without any apparent reason, is one of the painful matters connected with education. At ——— the master had been dismissed for incompetency and moral defects. A new certificated master occupies his place, but the parents still retain their respect for the old master, and *his* school is crowded, while that of the parish shows but a very moderate average attendance. I should state, however, that the school is not so well fitted and furnished as it ought to be. Here I would abstract a few sentences from my paper read at the Educational Conference in London :— Schools do not always suit parents' wishes.

"All people interested in this subject know that an idea very extensively prevails that the parents of the working classes are indifferent to the education of their children, and that it often happens that the most indifferent are those who have received such education as the old National schools afforded. These complaints are constant; and, when I look at the actual instruction too frequently offered in the schools for the working classes, I can only rejoice that parents are so sensible; for more complete waste of time than one too frequently grieves over in these schools it is hardly possible to imagine. The same complaint is, indeed, sometimes made with justice by managers, even where the schools are excellent. This case, however, does not often occur, since a really good, unfettered, simple-hearted, earnest, disinterested, unproselytising education rarely fails to succeed in commanding the attention of those for whom it is intended; and ordinarily where it is otherwise, if you carefully observe, you may discover some snake in the grass, some unpopularity whose origin is local, not educational. Unpopular managers and unaccommodating regulations make unpopular schools."

I abstract also, to the same point, some very sensible observations of a schoolmaster, who does not belong to my district, and is entirely unknown to me. They embody the opinion of very many practically acquainted with the subject :— Schools should be made good, to answer.

"Every tradesman knows that an article is valued by ignorant purchasers, not according to its intrinsic worth, but, according to the price put upon it. Cheap things are considered nasty; so are cheap schools. The tradesman acts accordingly; so should the schoolmaster. Let us offer a good article, and charge a good price. I do not want to put the price out of the reach of the poor, but I do wish it put so high as to prevent their trampling our wares under foot. If we wish people to value our schools, we must value them highly ourselves. Don't let us make our terms too easy. Let our teaching cost the parents an effort. I believe we do an immense amount of mischief in running about after people and begging them to send their children to school. We try to force down the throats of people an article for which they have no taste and no desire. Under any circumstances there will be many parents who from carelessness or selfishness will neglect to educate their children; to reach such I hope we shall have a law.

"If we are to have the children of this country educated, sacrifices must be made. The parent must give up the early earnings of his child; the employer must give up his gains from child-labour; and, what is perhaps the most difficult, we must all sacrifice prejudices."*—*H. Turner, Schoolmaster, Pantley, Gloucester Chronicle, Nov.* 28, 1857.

* It is curious to observe exactly the same causes operating on the other side of the Channel as on this. M. Eugene Rendu, Chef au Ministère de l'Instruction

New method of examination.

I have adopted in the inspection of all schools last year, a measure that promises to be attended with satisfactory results, viz., conducting the examination on paper through all classes able to write. These contain ordinarily about two-thirds of the scholars. My plan is that each teacher shall furnish each child, before my arrival, with a doubled half sheet of foolscap paper, on which the child is to write the name of the school, its own name, its age, how long it has been in the school, and its class, as thus:—West Ham, John Smith, ten years nine months, been in school three years, second class. On my coming to the school, all the children on one side of the room are at once set to dictation. This occupies generally a quarter of an hour; on the other side of the room the children work sums given by dictation; on the third, they draw a map; on the fourth, they parse a short sentence, and write out a question and answer from the catechism. This occupies from two to two and a half hours, during which I hear all the classes read, and examine the lower ones generally. The master, the pupil-teachers, and the clergyman afterwards conduct the oral part of the examination of the upper classes in geography, grammar, history, and Scripture. The result is most satisfactory, and both managers and teachers consider it a great improvement on previous plans, and that it affords a fair test of each school's actual state, while, as I retain the papers, they will help, in future years, to form the best idea of the school's progress, and also its relation to other schools.* It is to be supposed that at present many of the schools are not equal to very good performances in these various subjects; but, at the same time, all schools that receive grants give such promise that by the end of next year I hope to be able to prove most satisfactorily the progress which education has made in my district. I need not, however, confine myself only to hopes. A considerable number of the papers already obtained are so creditable to the young people that have worked them, and to their teachers that I only regret the inability to give them the publicity they

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Publique en France, in his interesting and valuable paper, contributed to the Educational Conference, states:—

"En première ligne il faut placer *l'indifférence* qui nait de l'ignorance et de "l'incurie. Des familles qui n'ont jamais goûté les avantages de l'instruction, et "qu'une routine traditionnelle attache à une besogne machinale, ne sentent point le "prix de l'enseignement pour leurs enfants. 'Nous avons vécu ainsi, nos enfants "vivront bien de même!'

"La seconde cause qui explique les faits dont nous cherchons à nous rendre "compte est le désir dont sont animés les parents de tirer parti le plutôt possible "du travail de leurs enfants."

* For the origin of this plan I am indebted to the Rev. J. D. Glennie, jun., lately appointed to be one of Her Majesty's Assistant Inspectors of Schools, who, as Secretary and Inspector for the London Diocesan Board of Education, has for a long time advocated it in the London schools.

deserve; I have more than 4,000 of them. A general adoption of this plan of examination would, I believe, remove many of the wrong impressions that exist respecting the education of the working classes, in the minds both of its advocates and of its opponents. It would prove how much is actually done and how much only attempted; it would also manifest how much is not attempted at all.

What is now done in education.

There are persons who imagine that, after all the labour and trouble and expense incurred in late years, very little good has been effected. Others again think that nothing *can* be, because nothing, as they suppose, *is* done; while others, being alarmed at the variety of subjects supposed to be taught in schools inspected by the Government, believe that educational progress is immensely beyond what it really is, and that danger to the present constitution of society may result from its excess. An extensive series of the paper actually worked by the scholars would tend much to dissipate these illusions. On the one side it would be found that, far from too much being taught or learned; it is with very great difficulty, and comparatively in few cases, that even an ordinary education is attained by a child of the working classes, and that thus even the most timid have no reason to fear from its excess; while the very large number who have arrived at a certain moderately fair stage of progress is such as would convince the opponents on the other side that, in fact, a very great work has been effected, and is already attended with considerable results. Eleven years have elapsed since the Minutes of 1846 were brought into operation. That period is not so long ago but that most persons can remember what was then the state of schools for the working classes. The buildings since erected prove by contrast how deficient the school accommodation then was, and yet we were told, twenty years ago, that there was no need for interference,—that the country was as well educated as it could be, or as it ought to be. But not only was the accommodation insufficient. In how few schools were there any but the hardest and most unintelligible reading books, and those chiefly confined to religious subjects, treated in a manner which, if it enjoyed the advantage of being deep, possessed also the misfortune of being dry. No geography, no maps, no grammar, no history (except in comparatively few cases); while the apparatus, the fittings, and in many cases the general squalor, excited disgust, rather than inclination to enter them. I shall say nothing of the teachers. Of all the schools in England, notwithstanding all the advantages offered by the Government, comparatively few teachers attended the examinations in 1847, 1848, and 1849. Their assistants in the schools were then only boys and girls

of ten to twelve years of age; and with this help a teacher was considered incompetent if he did not manage to educate from 150 to 250 children; and persons even were found to assert that the teacher *did* educate them. Thank God, such illusions are now dispelled; that state of things has passed away, let us hope, for ever. At present the schools under inspection are mostly well built, well found, well managed and cared for; able teachers, ably assisted by competent pupil-teachers, every year increase in number. Better books have been written, more subjects introduced, and we are working, wherever inspection goes, in most places fairly, in some excellently. But, we are now only in our commencement. We have to wait for the harvest. In the meantime there is quite sufficient result to prove that what has been done is a blessing; and to excite a hope that, when what remains to be done is completed, that blessing will be yet furthered. Many are unreasonable in their demands. They point out all the faults and defects, they propose their own untried remedies, and they taunt us as though *they* had been successful, while our work is a failure. One chief cause of disappointment is that the children learn nothing practically useful. That they are unfit for any labour or work (household work especially, in the case of girls) when they leave school. It is as well to acknowledge, to a certain extent, the truth of this remark, and to do so at once and honestly. I state, moreover, that I do not believe that schools generally, of the common elementary kind, can ever meet this want, and I do not think it reasonable to expect them to meet it.

What ought to be expected of school.

The real use of schools for the working classes is simply this, that, the children are therein trained in habits of cleanliness, obedience, attention, order, propriety of conduct, and general docility of demeanour; to respect themselves and others while so doing. They also are instructed (I speak of Church schools, having no acquaintance with others) in all the rudiments of religion; and their conduct, therefore, is based (if the school do its duty) on higher than mere worldly motives. In addition to this, they are taught reading, writing, and arithmetic, and they possess a slight elementary knowledge of grammar, history, and geography. The girls, also, will work and sew well. Whoever looks for more than this, in an ordinary working-class school, will most probably be disappointed. I speak thus openly, for much of the discredit commonly attributed to the education given in our schools arises from misconceptions of what can be done, of what also ought to be attempted. People expect finished workmen, while the school can only prepare for the apprenticeship. The chief complaint is as to the inefficiency of girls when they leave our

schools. I believe that there never was, and never will be, a time when the inefficiency of youth to perform untaught duties was not to be complained of. People want the school to send out a servant. But it takes some years to make a perfect servant; there is no opportunity to make one in a school. The labourer's child is unacquainted with the articles of furniture, the kitchen apparatus, the domestic civilizations and habits, of the upper class. Her brothers and sisters have fed on a more Spartan broth than their children; and her clothes are made in a different fashion, and worn in another mode. The brick floor of the cottage, and its scanty grate and inefficient firing, possess little in common with the comfortable carpets and magnificent kitchen ranges of the wealthier classes.

What ought to be expected of a village school girl.

But, if you take a girl out of a village school, you must expect that you will have to teach her. You must expect that she will make mistakes; you must not be amazed if she is sometimes giddy and misconducted (youth of all classes, unfortunately, are often so); and you must not be surprised if she is ignorant of many matters with which you are familiar, since she has never had the opportunity of learning them. The manager of a village school can hope only to present to you a girl of general good conduct, with general propriety of demeanour, a certain willingness to learn, and an increased power of application (derived from her schooling), so as to learn quickly how to accommodate herself to the new situations to which she has been called. And such girls, I confidently believe, our schools do most frequently turn out; if only they have been well taught by intelligent teachers and well superintended by sympathising yet not too exacting managers. I have been led to these remarks in consequence of the following passage in an address lately delivered by a gentleman possessing such weight and influence, from his character and position, and his general attention to works of charity and religion, as seem to me to make it right to endeavour to correct the impression that he must have made; and also because his are the sentiments (mistaken they can easily be shown to be) of a large class who do not make it their business to inquire accurately into the facts.

"The difficulty of the early age at which children leave school may be met by considering what is best to be done with respect to the peculiar class of society from which the children spring. I should be sorry to advocate lowering the standard of our teaching, but I do advocate a greater adaptation of it to the peculiar circumstances of those we have to train up; we want something more like what is called industrial training, a more familiar common sense grappling with the necessities of the case. You may meet a girl coming out of a school, aye, and her instructress too, who may be able to state the height of every mountain in Europe, and the specific gravity of every mineral, and yet be unable to boil a leg of mutton, or hem a pocket handkerchief; able to pass a first-class examination, but not able to

perform the duties of a domestic servant or a domestic wife. Our peasantry now have a profound contempt for learning, but this is not likely to convert them, or to attract them with the better way."

No fear of over-education.

As to the idea of over-education, the question is to what extent are the working classes actually educated in schools? From the papers collected by me from all parts of the eastern district, it is manifest that, if a child be well taught at ten years of age, he may be able to write and spell fairly from dictation out of an ordinary reading-book, he may be decently acquainted with the four simple and compound rules, and have a sort of idea of grammar, and a certain knowledge of general geography and map drawing. He will also read fairly and intelligently, and possess a certain acquaintance with the Bible and the History of England, as contained in elementary works. Advancing to the question to what extent the education of such a child can be carried, I hold that enough attention has not been paid to the acquisition of quick, easy, and complete methods of instruction. The art of education is as yet only in its infancy; and I believe that by the present improved and to be improved systems, by the complete education of teachers, the proper furnishing and fitting of schools, the due supply of books and apparatus, and the saving of time and labour (now very frequently most fruitlessly expended), it will ultimately result that the boy finishing at ten years of age will really be better educated than the boy of thirteen is now. Even as the education of the boy of ten is now, it is very far superior to that which the boy of fourteen received only twenty years back. Some result also may be looked for in the improved condition and education of the parents of this class, in the next generation. Indeed, when it is considered that the school-life of a child embraces at the least seven, if not eight, years, it appears to me that a very great deal ought to be, and much more than is now, effected in the time.

Masters and mistresses.

The teachers, masters, and mistresses in the district are for the most part giving satisfaction to their managers. There was one master registered for pupil-teachers at Easter 1857; and one master registered, and one registered for pupil-teachers, and one mistress for pupil-teachers at Christmas 1856. It is necessary to state that, when managers seeking to have pupil-teachers are informed that they must secure "duly qualified teachers," this definition should be understood to mean certificated teachers, or at least teachers registered for pupil-teachers.

The following letter relates to a painful subject, and may be used as a warning. It is from a clergyman:—

"We waited three months last year for a mistress. She held a first-class certificate and had good testimonials. She came, but so utterly indiscreet was

she in her private life that our committee could not conscientiously allow her to remain in charge of our school, much less of the pupil-teacher; so she went nearly as soon as she came."

It is more grateful to turn to the following from Mr. Evans, the master of St. Matthew's, Ipswich, to whom the managers have behaved very liberally, but not more so than the state of his school warrants:—

"Accept my thanks for the kind interest you took in my welfare. Your correspondence with the Rev. C. H. Gaye, I believe, had its full weight with the committee, who raised my fixed income to 100*l.* and house. It was done unanimously, and with such expressions of satisfaction that the benefit was to me greatly enhanced."

Schools ill-furnished.

And I must remind managers that it is positively requisite that their schools should be properly fitted and well supplied with books and apparatus, or no grants can be recommended. I have had the pain of being obliged, solely on this account, to decline to recommend some schools for any grant whatever. It seems unjust to masters and mistresses who are anxious to do their duty, and are doing it as well as they can. I acknowledge the injustice and proclaim it. It is the injustice, not of the Government, but, of the managers. They are the responsible parties, and for the neglect they too are the reprehensible parties. They have no right to enter into engagements which they do not perform. I am aware that the neglect is frequently unavoidable, as sources on which the managers had a right to depend often fail just when most wanted. Such cases must be treated as misfortunes.

Pupil-teachers' papers.

The pupil-teachers, for the most part, have gone on very well, all through the district. Their work on paper has very much improved generally,—there is more style, and greater accuracy; and, I have found, what might be expected as years advance, a greater power of comprehending the drift of the questions set. I have not found, as a rule, that the requirements are at all of too high an order. There are failures in certain subjects, where the teacher has been uncertificated, or only just within the pale of certificate without having been trained. I have often felt the injustice of apprenticing young people to teachers of this kind; but, while we regret their incompetency, we must still remember that incompetency is ordinarily better than nullity. Frequently these teachers have improved from year to year, as they have felt or been made to feel the necessity of improving. Moreover it does not always follow in such cases that the pupil-teacher fails; he is stimulated to more self-exertion as he perceives, from year to year, that less is to be expected from his master, and, whatever deficiencies may be found, he will probably make up at the training college.

Learning by heart.

The main defect in the pupil-teachers' examinations at present is the omission of all learning by heart, except in the catechism and the articles of the Church. I would venture to propose that a change should be made in this respect, and that a certain portion of poetry should be learnt by heart, by each pupil-teacher, according to his year; *e.g.*—Goldsmith's Traveller and Deserted Village, for the first year; one of Thompson's Seasons, or Cowper's Task (one book), or Marmion (two cantoes), or the Lay of the Last Minstrel (three cantoes), at from thirty to fifty lines a week, for the second year; two books of Milton for the third year; Pope's Homer (Iliad), or Dryden's Virgil (two books), either Georgics, or Æneid, for the fourth year; and select passages from Shakspeare for the fifth year. The method of examination will be made easy by writing (say twenty lines), and examining the school by oral quotation to the gallery; and the parsing and grammatical examination may be taken from the books of the several years.*

Pupil-teachers' scheme.

The pupil-teachers' scheme† published by me in 1852 is at present the one in use throughout the district. I hope to be able to draw up a fresh scheme by next year. I am deferring it for the present, because I desire to see some modifications introduced into the new "broad sheet," of which learning by heart, I hope, will be one; and I see no great reason as yet to make a change. It may, however, be advisable for pupil-teachers of the fourth and fifth years to begin algebra at once, as it is a subject that counts in the examination for Queen's scholarships. In every other subject our present scheme is in advance of the "broad sheet." I must here remark that the scheme adopted in this district is not different to that of the "broad sheet," but only a simplification and amplification of it. I have struck out the notes of a lesson from the earlier years, and substituted the description of a picture. This tries the power of observation, and has become a very valuable means of improving the habit of writing

* With reference to learning by heart, the Rev. J. Cautley, of Thorney Abbey, writes to me as follows:—"We go on much as usual, except that an experiment I am trying in the girls' school answers beyond my expectations. The girls learn poetry, in the two first classes; they rehearse it once a week; and I can assure you the improvement it has produced in their reading and intelligence is very great. They now write out what they hear in a manuscript book, which is to be their's on leaving school. The emulation produced is most salutary. Of course I have to read the poetry to them first, and let them question me, about it, as well as I them."

† A severe accident prevented my bringing this subject under the notice of the Lord President and my colleagues this year, at the annual Conference of Her Majesty's Inspectors of Schools. It would be a gratification to myself personally, and a great advantage to the pupil-teachers, if the school-managers and masters and mistresses would think over this subject, as many of the managers of training colleges have mentioned to me the defect.

a description of the events and objects set before our eyes. Few persons are aware of the very excellent education that pupil-teachers in good schools now receive. A young man quitting his apprenticeship at eighteen or nineteen has a very fair knowledge of grammar, geography, and history. He is able to write a very good hand, without defective spelling. He can read generally very intelligently. His mental power has been cultivated by arithmetic and Euclid. He can draw maps, and often he can use his pencil a little in art. He frequently has a practical acquaintance with music, and is well read in the Bible and Church history. While his general conduct has been most carefully superintended by the clergyman and the managers of his school. I am convinced that, for real education, so far as it goes, there is no class in society that has been so well attended to. At the Christmas examination for 1857, just held, fourteen male pupil-teachers obtained the first-class Queen's scholarships, and three were in the second class; of the females, nine obtained first class and one only was in the second class; none failed. William Sanger, of Great Yarmouth, St. Nicholas', stands in the eighth place, being tenth male pupil-teacher,—his master is Mr. Brand; and Thomas Brown, of Kesgrave, in the fifteenth place, having twenty-two above him,—his master is Mr. Kent. Five other of the pupil-teachers of the district are found among the first thirty places. Of the females, Emma Hudson, of Stratford, Christ's Church, was in the eleventh place, having eleven pupil-teachers above her; and Selina Bolton, of Norwich Model School (Miss Barnacle, mistress), and Sarah Green, of Littlebury (Mr. Hooper, master) were in the eighteenth place, having twenty-five pupil-teachers above them The total number of candidates for all England was—males, 615; females, 620; of failures, the numbers were—males, 90; females, 112. Of these latter, 53 males and 70 females were not pupil-teachers. This proves the great superiority of the pupil-teachers over the other candidates. I have to remark that two or three of my candidates seem to me to have lost ground by having gone out as assistant masters. I feel sure that they would have stood higher in the list had they proceeded at once to training, on leaving their schools; and, in respect to the female pupil-teacher who is found in the second class, I have to remark that there have been difficulties in her case, in frequent changes of mistresses, during the last two or three years.*

It is very desirable indeed that pupil-teachers should be Pupil-teachers

* I am happy to congratulate William Male, pupil-teacher of St. Paul's, Cambridge, and Mr. Dixon, his master, on being first pupil-teacher and Queen's scholar of his year. The school belonged once to my district.

should learn to play on a musical instrument.

encouraged to learn to play upon some musical instrument. Harmoniums might be introduced into every school; they cost only six guineas. In the Educational Museum there are (I am told) very excellent violins,* of which the price is only 3*s*. The difficulty in all these cases is the teacher; but even the slightest knowledge of and power in manipulation of an instrument will be of value.

Infants' schools.

I have the pleasure to report upon several very good infants' schools. At Lowestoft there are two. Those at Ipswich in the parishes of St. Matthew's, St. Peter's, and St. Clement's; also those at Lakenham, St. Mark's; Norwich, St. Stephen's; Lynn, St. John's; Halesworth; Bures; and Fakenham, deserve high commendation. But the one that seems to me, in discipline, conduct, intelligence, and information, the very perfection of an infant school, is that attached to the girls' department o the Wanstead Orphan Asylum. I think I have never seen any infants' school so complete as to discipline, and all other respects; since, with most excellent order, there is life, and also information. In too many of our infants' schools everything is sacrificed to order and method; the pupils are mere automata; but here the child seems to be so educated as to be able to act intelligently, in the mass as well as on its own individual responsibility. This may be considered to be the highest effort of training.

Night schools.

The night schools inspected are mere apologies for schools, and not confined to adults; many of the scholars are mere boys, of eleven to fourteen years of age. I cannot think that this is what the Committee of Council understands by night schools; and the effect must be injurious to the assistant master who conducts them. It seems to me that night schools especially require to be instructed by men of experience and tact. I consider the proper mode of conducting these schools to be a subject still in its infancy, and to which a great deal of attention must be paid. At present, the attendance seems to be of a very dilletanti sort. It is more a matter of pleasure than of work—a thing taken up for two or three months, and then laid aside. These schools, moreover, ought not to be held in the ordinary school-rooms. Boys' desks are not large enough for men; and, as they come mostly in work-a-day clothes, and are careless about dirt and ink spots, both the books and apparatus suffer much from their untidy habits; and I confess to a belief that clean and neat schools, and books neither torn nor dog's-eared, possess an educational power not so lightly to be thrown aside.

Art schools.

I regret that progress in art is not great in these counties, and that the value of drawing is much underrated. However,

* By Davis and Co., 58–60, Houndsditch, London.

in some schools, the subject has been attempted, and with a certain amount of success. Schools of Art are established in Norwich and Yarmouth, and I hope that, before the year is out, the exertions of my colleague, Mr. Campbell, will have induced the inhabitants of Ipswich to form a similar school in that populous, thriving, and industrially active community. To the School of Art at Yarmouth has been added a School of Navigation, which will, doubtless, be well attended and much patronized in that populous and very rising seaport.

Middle-class school.

An attempt also has been made to establish a middle-class school in Suffolk,—at present, I fear, not with success. Archdeacon Hankinson writes thus:—

"We are just now making a move to establish for the Dunwich hundred a middle school for the children of farmers, tradesmen, clerks, &c. I think there is a fair prospect of its success, if we can only work it properly, inasmuch as a requisition containing nearly seventy names of people in this rank has been got up, stating the wish that there is for such a school, and expressing a desire to see it established. The committee of management consists of three clergymen and six laymen, taken from the class to be benefited, and who are most earnest about the establishment of such a school."

Norwich and Hockerell training colleges.

The Norwich training college is progressing satisfactorily. The following will show the state of that at Hockerell:—

"When the last report was issued, the committee were about to make their appeal to the diocese on behalf of the training college. It will be remembered that the fund raised for four years was on the point of expiring, and the future maintenance of the institution demanded the anxious consideration and the most earnest exertions of the committee.

"The appeal was sent forth accompanied by a letter from the Rev. F. C. Cook, Her Majesty's Inspector of Training Colleges for Schoolmistresses, who kindly consented to place on record the opinion which he had previously expressed in his conferences with the committee. It had been calculated that a maintenance fund of about 600*l.* a year would be required in subscriptions or donations to carry on the institution efficiently. The appeal was circulated in the first instance among the laity and clergy of the two counties, and was commended to their notice by the Lord Bishop of the diocese. At a subsequent period, the diocese was canvassed by sub-committees appointed for that purpose. The result has been that a sum of 531*l.* 8*s.* 6*d.* has been raised in annual subscriptions, and 518*l.* 9*s.* 11*d.* in donations. A sum of 418*l.* 16*s.*, derived from the latter source, has been invested, and it is proposed to apply the interest only to the annual current expenses, reserving the capital for any extraordinary claims which may arise. The committee desire to take this opportunity of offering their most sincere thanks to all those who have come forward to sustain the training college at this anxious period, whether by their own pecuniary contributions or by their personal exertions in their own neighbourhood and among their friends. The kind support which has been thus afforded will be a fresh encouragement to the committee to spare no pains to make the institution as efficient as possible, while at the same time they administer the funds placed at their disposal with a due regard to economy."

As a proof of the progress which the system of parallel desks is making, I may mention that Mr. Atkins, of Norwich, has already fitted up 134 schools with his desks, and I believe Mr. Leverett, of Ipswich, has completed nearly as many.

Bishop of Norwich.

I have only, in conclusion, to mention that the Bishop of Norwich, among his first acts, summoned a meeting of the diocesan inspectors, and that the views of the entire body coincided with his own, on the necessity as well as possibility of yet further improving the schools of the diocese, and enabling a much greater number to avail themselves of the benefits offered by the Government.

I have the honor to be, &c.

M. MITCHELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. M. MITCHELL AND REV. W. CAMPBELL.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	153	66	54	36	85	10,995	9,143	9,925	7,638	27,030	146	305
Simple Inspection	61	5	6	7	51	1,983	2,075	1,181	1,048	3,814	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6·71	6·56	8·65	11·63	13·13	12·94	11·93	10·38	7·46	5·67	3·34	1·6
Simple Inspection	4·15	7·38	10·39	13·27	13·08	12·97	11·93	9·86	6·88	5·39	2·96	1·14

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	37·11	22·65	15·9	11·36	6·44	6·54
Simple Inspection	33·55	21·74	19·63	11·46	7·15	6·47

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 267 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	151	40	142	33	7	6	2	1
Catechism	151	40	142	33	7	6	2	1
Reading	107	51	91	20	76	30	—	1
Writing	166	55	90	19	74	28	2	3
Arithmetic	171	49	103	15	65	30	3	4
Geography	130	30	79	9	48	20	3	1
Grammar	108	13	70	5	36	8	2	—
History	96	11	60	5	33	5	3	1
Music from Notes	5	—	5	—	—	—	—	—
Drawing	1	—	—	—	1	—	—	—

SUMMARY *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	194	38	—	181	49	—	174	56	2	174	13	2	136	96	—	173	59	—	132	10	—
Simple Inspection	46	20	2	29	36	3	27	36	5	35	6	6	18	46	4	25	41	1	30	7	—

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 140 (Annual Grants) + 40 (Simple Inspection) = 180* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants	£ s. d. 1,405 7 5	£ s. d. 6,464 15 9	£ s. d. 4,571 12 2	£ s. d. 2,038 6 2	£ s. d. 14,480 1 6	£ s. d. 0 17 7
Simple Inspection	10,914 5 4	1,182 3 10	520 9 6	369 11 10	3,086 10 6	1 5 0

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 140 (Annual Grants) + 40 (Simple Inspection) = 180* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
Annual Grants	£ s. d. 11,233 15 6	£ s. d. 1,081 9 0	£ s. d. 3,628 11 6	£ s. d. 15,943 16 0	£ s. d. 0 19 4¼	16,466
Simple Inspection	1,976 2 10	112 16 4	11,186 17 3	3,275 16 5	1 6 6¼	2,469

* The number of schools inspected during the year was 214; but from 34 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Summary *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government grants and all professional sources of income)	Annual Grants.	£ s. d. 89 9 2	£ s. d. 50 16 9	£ s. d. 56 17 7½	£ s. d. 32 11 7½	£ s. d. 50 9 2½	£ s. d. 30 15 7
	Simple Inspection	—	47 19 6½	—	29 11 9	—	21 0 0
Number on which average is taken	Annual Grants.	75	31	58	47	10	18
	Simple Inspection	—	22	—	25	—	3
Number provided with house or rent-free	Annual Grants.	47	16	33	22	4	7
	Simple Inspection	—	7	—	9	—	2

Summary *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants.	126	20,150	53·28	39·53	4·99	·86	1·34
Simple Inspection	34	2,018	80·08	11·05	2·68	2·03	4·16

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. J. J. BLANDFORD, B.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* NORTHAMPTON, RUTLAND, LINCOLN, NOTTINGHAM, LEICESTER, *and* DERBY.

MY LORDS,

I HAVE the honor to present to your Lordships a report upon the general progress and condition of the schools inspected by myself and my colleague, the Rev. H. B. Barry, between 31 August 1856 and 31 August 1857. Annual inspection.

All the schools on my list, both those to whom annual grants are conditionally payable, as well as those which are cases of simple inspection, have been visited, and reports made upon them during the past year.

The total number of schools inspected is 551, consisting of 114 boys', 104 girls', 70 infant, and 263 mixed schools. Number of schools inspected.

It is now more than ten years since I had the honor of being appointed one of Her Majesty's Inspectors of Schools, at a time when, notwithstanding your Lordships' measures for the improvement of elementary schools, and the principles upon which those measures were founded, were beginning to be appreciated and better understood by a few earnest friends of education, yet by a considerable number they were still viewed with distrust and alarm, as being the first step towards taking power out of the hands of the local managers of schools and transferring it to a central board in London. Subsequent events, and the experience of those who, anxious to establish new schools or to improve existing ones, had sufficient courage to accept aid from the Parliamentary fund, have completely shown how groundless were the fears thus felt by many well-wishers to education. So far from the authority of the local managers being superseded or diminished by the connexion of a school with the Committee of Council on Education, or by the reception of annual grants, the very reverse is the fact, as shown in the increased power which the managers possess in the latter case over the teachers and apprentices, whose certificates as to character, conduct, and attention to duty must be signed by the local committee before any of the Government allowances can be obtained. Fears originally entertained as to inspection.

Upon reviewing the state of the schools which I have been in the habit of visiting during the last ten years, and comparing their past with their present condition, there is abundant cause for satisfaction in their generally improved condition; there are, doubtless, many exceptions to this, Progress made in schools under inspection, during last ten years, satisfactory.

arising from want of funds to secure the services of competent teachers, or from the supineness of managers; yet, notwithstanding these drawbacks, the results produced, though of slow growth, are encouraging. Everything that is good and of worth is of slow growth; it is an element which is essentially bound up with the progress of education, and any attempt at forcing must be attended by signal failure.

Periods at which schools in East Midland district are inspected.

The following are the periods at which the schools under inspection in my district are examined:—

Northamptonshire and Rutland, in November and December.
Lincolnshire, in January and February.
Nottinghamshire, in March and April.
Leicestershire, in May and June.
Derbyshire, in July, August, September, and October.

A longer time is allotted to the inspection of schools in Derbyshire, because there is more work to be done in it than in the other counties, on account of the greater number of schools; and, at this period of the year, I generally take my vacation.

NORTHAMPTONSHIRE.

Description of schools.

In this county the number of schools that have been visited is 79.* Of these there are 15 boys' schools, 13 girls', 40 mixed, 11 infants'.

Number of certificated teachers and apprentices.

Thirty certificated teachers (19 masters, 11 mistresses), assisted by 35 apprentices (16 boys, 19 girls), are engaged in a portion of these schools, the majority of which have been visited by Mr. Barry, the rest by myself.

Amount of annual grants.

Upon referring to the detailed statement of annual grants conditionally payable from the Parliamentary fund in the year ending 31 October 1857, it will be seen that 974*l.* 10*s.* have been paid to schools connected with the Church of England during the past year for augmentation of salaries of teachers, for stipends to apprentices, and gratuities to teachers instructing them. This sum is independent of the capitation grant, which amounts to 202*l.* 8*s.*; neither does it include building grants. The sum therefore paid from the Parliamentary fund towards the annual support of schools in this county during the past year, is 1,176*l.* 18*s.*

Character of instruction.

The character of the instruction given in 10 of these schools may be termed good, in 31 very fair, in 25 moderate, in 6 improving, and in 7 bad. Amongst the latter I particularly allude to the schools at Burton Latimer, Cogenhoe, and Gayton, near Blisworth. At the former place there is a large population, and funds would no doubt be forthcoming

* *i. e.* School-rooms in which separate teachers are employed.

if suitable efforts were made to raise them. In the two latter schools there has been scarcely any improvement; and, as far as I can judge, no efforts have been made for that purpose. An association has recently been formed in this county for the distribution of prizes for proficiency in needlework, in which the girls are notoriously deficient.

Rutland.

Description of schools. In this county 19 schools have been visited. Of these 5 are boys' schools, 4 girls', 8 mixed, 2 infants'.

Numbers of certificated teachers and apprentices. There are 9 certificated teachers (3 masters, 6 mistresses), and 8 apprentices (3 boys, 5 girls).

Character of instruction. In 2 of these schools the character of the instruction is good, in 6 very fair, in 5 moderate, in 4 improving, in 2 bad. The school at Clipsham is in a very unsatisfactory state, the buildings are good, the supply of reading books very defective, and the school generally is in an inefficient state.

At Oakham the schools are in good working order, and are conducted with considerable vigour.

At Uppingham new buildings, and especially an infant school, are needed. The present building, being at one end of the town, is inconveniently situated in reference to the population.

New school-rooms have been erected at Ketton, where for a long time they have been greatly required.

The annual grants paid to teachers, &c., from the Parliamentary fund for the past year amounted to 213*l.*, the capitation grant was 40*l.* 18*s.*, making a total of 253*l.* 18*s.*

Lincolnshire.

Description of schools. In Lincolnshire 124 schools have been visited. Of these, 18 are boys' schools, 19 girls', 80 mixed, 7 infants'.

Number of certificated teachers and apprentices. 45 certificated teachers (32 masters, 13 mistresses), assisted by 43 apprentices (31 boys, 12 girls), are engaged at various parts of the county, and generally are doing their work in a satisfactory manner.

Annual grants. The annual grants paid to teachers, apprentices, &c., for the past year amounted to 1,858*l.* 10*s.*, the capitation grants to 317*l.* 6*s.*, making a total of 2,175*l.* 16*s.*

Character of instruction. Of these 124 schools, the character of the instruction given in 12 is good, in 45 very fair, in 32 moderate, in 24 improving, in 11 bad. Amongst the latter I wish to notice the school at Donnington-on-Bain. Its condition has already been made the subject of a special report, which has been submitted through your Lordships to the Lord Bishop of the diocese. For a number of years the state of this school has been most

unsatisfactory, and I regret to say that there did not seem to be much prospect of its being placed on a better footing, in consequence of a difference of opinion between the clergyman and a considerable number of his parishioners in reference to the future management of the school.

At Fillingham, new buildings and, above all, a competent teacher are required. The present building is wholly unsuited for school purposes, there are no offices properly belonging to the school, and the arrangements made in place of them are subversive of decency. I have made strong representations on the subject to the incumbent, who is anxious to have new buildings, and to make the school really efficient; but I regret to say he has not been able to impress the necessity of the case upon the minds of those parties whose co-operation and assistance might reasonably have been expected.

I cannot report favourably of the schools at Willoughton and Marton. It is useless to expect improvement in either unless competent teachers and a proper supply of books and apparatus are provided.

At Epworth there are two school-rooms, but only one is used; there is an endowed school in the village, but it is not under inspection.

New school buildings are urgently needed at West Butterwick; your Lordships cannot continue the payment of annual grants to this school unless the managers will undertake to erect suitable premises.

At Belleau, in the east of Lincolnshire, new schools have been established; they were inspected in the beginning of the year, and promised to be very efficient.

I regret that the managers of the schools connected with the church at Louth have not put them under inspection in order to avail themselves of the pecuniary assistance afforded by your Lordships. The establishment of efficient schools in one of the largest towns in the county would give a great impetus to schools in the neighbourhood.

Considerable improvements were about to be made in reference to the school buildings at Grantham. The managers contemplated selling the present building and erecting new ones for boys and girls, with houses for the teachers, on a piece of ground well adapted to that purpose near the church. The building new schools for infants; and placing those already used for that purpose in proper repair, formed a part of the scheme. When these arrangements are carried out, Grantham will be well provided with elementary schools.

At Grimsby there are no schools under inspection. It is an important place, and during the last few years the number of its inhabitants has greatly increased.

In Stamford there is no boys' school under inspection, and only one for girls.

NOTTINGHAMSHIRE.

Description of schools.

The number of schools that have been inspected in Nottinghamshire is 82; viz., 21 boys', 19 girls', 27 mixed, and 15 infant schools.

Number of certificated teachers and apprentices.

There are 42 certificated teachers (26 masters, 16 mistresses) and 56 apprentices (35 males, 21 females).

Annual grants.

The annual grants paid to these teachers and apprentices during the past year amounted to 1,449*l.* 10*s.*, and the capitation grants to 300*l.*, making a total of 1,749*l.* 10*s.*

Character of instruction.

The character of the instruction given in these 80 schools may be thus described; in 10 it is good, in 35 very fair, in 14 moderate, in 15 improving, in 8 bad. Amongst the latter, that is, amongst those of which, after several inspections, I have been able to report scarcely any improvement, may be mentioned the girls' school at Old Radford, and those at Besthorpe, and Newthorpe-in-Greasley.

At Barnby-in-the-Willows the school had been closed for nearly three years; it is now open, and conducted by a mistress somewhat inferior to the ordinary class of teachers in dames' schools; there is great difficulty in raising funds in this place. The National school at Sutton Bonnington has been for some time in a most inefficient state; but I am glad to be able to report that measures have been taken to make an endowed school in the parish really efficient, and I trust that corresponding efforts will be made on behalf of the National school.

I have again to comment upon the deplorable state of education in Arnold, a large manufacturing village near to Nottingham. My colleague, Mr. Barry, visited it this year; he bears testimony, like myself, to the exertions of the mistress, but he reports most unfavourably of the premises, the room, and the general inadequacy of the means of instruction.

A school for girls and infants is greatly needed at Carrington.

At Sneinton there is a very good boys' school, but there is only accommodation for eighty, with a room upstairs for girls; there are neither class-rooms nor playground. I have no hesitation in saying that, if the boys' school could be enlarged the number of scholars would be doubled; the premises are bounded on one side by property belonging to Lord Manvers, who, by granting a portion of his land as a site for a teacher's residence and for increasing the school accommodation, would add another benefit to those which his liberality has already conferred upon Sneinton; the population, which is increasing, is upwards of ten thousand.

Number of certificated teachers and apprentices.

infants'. There are 42 certificated teachers (26 masters, 16 mistresses), and 53 pupil teachers (24 boys, 29 girls).

Annual grants.

The annual grants for augmentation of teachers' salaries, for stipends to apprentices, &c. amounted last year to 1,401*l.* 10*s.*, the capitation grant to 353*l.* 1*s.*, making a total of 1,754*l.* 11*s.*

Character of instruction.

The character of the instruction in 9 of these schools is good, in 46 very fair, in 30 moderate, in 14 improving, in 8 bad.

Schools in Leicester.

I have to report the building of two new schools in Leicester, one in the parish of St. John, and the other in Laxton Street; also the entire re-organization of St. Mary's old schools, and those in the parish of St. Martin; the two latter have been thoroughly altered and repaired, and I have no doubt of their being made efficient from the energy and determination displayed by the managers.

The new schools in Laxton Street, which were built by the persevering energy of the Rev. Canon Fry, have been made over, at a considerable sacrifice on his part, to the parish. For a great number of years St. Mary's old schools, as they are called, were the only means of instruction provided for the labouring class in this populous and rapidly increasing parish. The accommodation provided in them was utterly inadequate to the educational wants of the district, and the schools themselves were thoroughly inefficient. I went over the premises before any alterations had been made, and could scarcely have believed it possible that such a state of things could have been permitted to exist for such a lengthened period, did not daily experience show that even men of undoubted piety find it far more popular, as undoubtedly it is far less laborious, to prevail upon others to assist in promoting missions amongst the Roman Catholics in Ireland, or among the savages at Boro-boola-gha, than to establish and support schools for the purpose of Christianizing the young heathens who are living within a stone's throw of their own doors. Yet the labour and anxiety attendant upon providing a school where suitable instruction might be given to the children in this part of the town did not go unrewarded, for it was encouraging to see how readily the poorer class of inhabitants availed themselves of this means of instruction for their children when the schools were opened. The following fact also is worthy of note—within ten minutes' walk of the foregoing schools are those in Knighton Street, which are admirably well attended, but by a different class of children from those who flocked into the Laxton Street school. The parents of the latter children, though so near, would not send them to the Knighton Street school, but as soon as one was opened in their immediate neighbourhood they availed themselves of it. Nothing shows more plainly the necessity for promoters of schools to bear in mind how im-

portant an element in the success of a school as to numbers is its situation, in reference to the school population. Parents who are anxious for the education of their children do not mind sending the elder ones long distances to school—there is no difficulty with parents of this kind; but the difficulty is to bring under instruction those whose parents do not care for their education, and we greatly increase that difficulty by establishing schools in situations where due regard has not been paid to the position of the building in reference to the surrounding population.

In the appendix at the end of my tabulated reports for the past year, I have informed your Lordships that the room intended for a girls' school in Curzon Street, Leicester, has never been applied to that purpose, but is used as a place for divine worship. I trust that the managers will see the necessity of opening the girls' school, and will no longer incur the responsibility of depriving the inhabitants of this part of Leicester of a means of education for their children of which I feel sure they would gladly avail themselves.

Considerable additions have been made to the infant school in Emmanuel parish, Loughborough; the school is popular and very thriving.

School closed in Hinckley, Holy Trinity

I regret to report that the school in the parish of Holy Trinity, Hinckley, is still closed; there are two rooms and a teacher's residence. In my report for 1855–6 I stated, "this school has been "closed for a year. The Scripture reader lives in the master's "house, and the school-room is used every evening as a reading-"room in connexion with a Young Men's Christian Association."

My colleague, Mr. Barry, who visited this school last May, reports, "These schools, to the great disadvantage of the "district in which they are situated, have now been closed for "two years. They are still used for the purposes mentioned "in the last report." There are two more schools in Hinckley, one an endowed school of long standing; the other has been recently built, but there is abundant room for all three, and little credit is reflected upon the managers of the Holy Trinity school for allowing it to remain empty.

Inspection of school refused by incumbent of Scalford.

The school at Scalford, near Melton, received in 1846 a grant of 20*l.* towards the building from the Parliamentary fund, and, therefore, in accordance with the provisions of the trust deed, it is legally liable to inspection. My colleague, Mr. Barry, last April forwarded the usual notice of inspection, to which the incumbent, the Rev. T. F. Salmon, sent the following reply:—

"The Vicar of Scalford, Leicestershire, presents his compliments to the Rev. H. B. Barry, and begs to say that, as the Government throws the burden of country schools upon the incumbent, whilst it helps others, he does not intend to have his school interfered with under such circumstances.

"21 April 1857."

Mr. Barry represented to Mr. Salmon that the school was liable to inspection, and that he (Mr. Barry) had no alternative as to visiting it. Mr. Salmon then addressed to him the two following letters:—

"Scalford Vicarage, Melton Mowbray,
"23 April 1857.

"REV. AND DEAR SIR,

"YOU must please excuse my absolutely declining to have my schools inspected. Year after year I earnestly solicited aid in a former large parish in the county and got none, and I am come here and find some 15*l.* to 20*l.* per annum devolving upon the incumbent without any way of my getting Government help, and therefore I have fully made up my mind to act independently in the matter, and not admit any inspectors whilst I have to support the schools.

"I am, &c.
(Signed) "THOS. F. SALMON."

"Scalford V., Melton, 29 April 1857.

"DEAR SIR,

"YOU are labouring under a mistake, first, in supposing these schools are under managers, and, secondly, in fancying they have been regularly visited. I know nothing about the grants you speak of, and do not consider myself bound under existing circumstances by any arrangement my predecessor made. These schools are supported by the vicar, with certain contributions, and no one has a voice in their management but myself and I decline having them inspected.

"Very faithfully yours,
(Signed) "T. F. SALMON."

"*The Rev. H. B. Barry.*

Mr. Barry, in the performance of his duty, visited the school, and reports that Mr. Salmon absented himself on the occasion, and gave the children a holiday. Mr. Salmon refused to allow the school to be inspected, on the ground that "the Government throws the burden of "country schools upon the incumbent, whilst it helps others." Supposing such to be the case, it would not invalidate the right of inspection; but it is scarcely necessary to state how unfounded such a statement is; for by far the greater number of the schools in my district, receiving annual aid from the Parliamentary fund, is situated in country parishes, and the total amount paid during the past year towards the annual support of schools in my district was upwards of 10,000*l.*; and, if Mr. Salmon will refer to the volume of Minutes of the Committee of Council on Education for the year 1856–7, he will see how large a number of the schools, thus aided, come under the denomination of "country schools." Mr. Salmon is also in error in supposing that no one has a voice in the management of the school but himself, for it appears from the trust deed that the trustees of the property are the Vicar of Scalford and the Rector of Waltham, and that the managers of the school are the Vicar of Scalford and the Duke of Rutland. Mr. Salmon does not appear to have consulted either his co-trustee or his fellow manager, both of whom, in their several characters, have equal rights in the matter with himself. Although your Lordships might be justified in adopting more stringent measures in a case like this, yet, as a similar instance has not

occurred in my district, nor, as far as I am aware, in any other, it appears sufficient to place the facts of the case upon record. It is to be hoped that Mr. Salmon will come to a more rational and just determination, and will no longer incur the odium of being the first clergyman in my district who, after his school has received aid from the public funds, repudiates one of the principal conditions upon which that aid was granted.

Derbyshire.

Description of schools.

There are more schools under inspection in this county than in any others of which the East Midland district is composed. The number is 140; of these 31 are boys' schools, 32 girls', 57 mixed, and 20 infants'.

Number of certificated teachers and apprentices.

The number of certificated teachers engaged in them is 68 (37 masters, 31 mistresses); and 119 apprentices (60 males, 59 females).

The grants paid on account of augmentation salaries, &c., for the year ending 31 Oct. 1857, were 2,775*l.*; the capitation grants amounted to 574*l.* 5*s.*, making a total of 3,349*l.* 5*s.*

Character of instruction.

In 14 of these schools the character of the instruction is good, in 64 very fair, in 34 moderate, in 12 improving, in 10 bad.

The schools in Derby are doing well with one or two exceptions; I allude particularly to those in Siddal's Lane and in Bag Lane, in the parish of St. Peter's; the latter, I understand, is closed. The building in Siddal's Lane is a large airy room, and with proper alterations and repairs might be made into a good school-room; but until these repairs are effected it is not probable that any competent teacher will be induced to take charge of it.

At Whitfield, I regret to say, no improvement has taken place. Mr. Barry reports thus of it at his last examination: "With very fair buildings and a large surrounding population, "this school continues in a most inefficient state. The read- "ing was moderate, the discipline bad, and the religious "knowledge lamentably defective." There is a large room for boys, which, when I visited the school one year and a half since, had never been used as a day school.

At Staveley (Church school) no improvement seems to have taken place.

New buildings are greatly needed at Clown. At Ashbourne, also, considerable repairs are required both in the boys' and in the girls' schools.

Upon the whole the schools that have been inspected in Derbyshire are, with exceptions, fairly efficient, and are making satisfactory progress, to which the establishment of an efficient training institution at Derby, for mistresses, has in no slight degree contributed.

Capitation grants.

The following tables exhibit, in a detailed form, some of the results indicated in the foregoing observations :—

LIST of SCHOOLS in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants, with Amount of Grant, Number of Children on whom such Grants have been claimed, and Average Attendance, from 31 August 1856 to 31 August 1857.

School.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
NORTHAMPTONSHIRE.	£ s. d.		
Broughton	1 4 0	6	27
Brayfield	3 10 0	14	41
Brington	5 16 0	19	72
Bugbrook	16 3 0	73	72
Chipping Warden	12 3 0	45	47
Croughton	10 0 0	40	57
Eydon	10 2 0	37	85
Finedon	2 14 0	9	48
Harleston	6 2 0	22	56
Harpole	11 1 0	39	70
Kilsby	3 8 0	12	43
Kettering	14 14 0	49	119
Middleton Cheney	5 8 0	18	57
Northampton, All Saints'	19 0 0	66	398
" St. Sepulchre's	17 12 0	64	250
" South Quarter	7 16 0	28	83
" St. Giles'	14 4 0	52	129
" St. Katharine's	10 14 0	37	161
Oundle	9 4 0	34	191
Peterboro'	4 0 0	16	242
Rockingham	8 8 0	29	64
Thornhaugh	9 5 0	37	114
Total	202 8 0	746	2,427
RUTLANDSHIRE.			
Cottesmore	2 2 0	7	45
Exton	7 5 0	29	91
Hambleton	1 5 0	5	18
Oakham	23 4 0	82	199
Uppingham	7 2 0	26	79
Total	40 18 0	149	432
LINCOLNSHIRE.			
Alkborough	3 8 0	12	40
Bassingham	11 6 0	42	72
Bennington (Long)	6 19 0	24	96
Boston, West Church	1 10 0	6	195
" National	24 10 0	98	273
Brigg	23 5 0	100	134
Brocklesby Park	12 7 0	44	89
Butterwick (West)	0 6 0	1	84
Claypole	12 13 0	45	64
Colsterworth	5 8 0	19	71
Covenham, St. Mary's	1 3 0	4	42
Gainsborough	9 10 0	33	142
Harmston	13 4 0	47	86
Horncastle	15 6 0	65	200
Halton Holgate	1 4 0	4	36
Laceby	6 9 0	23	73
Lincoln, Miss Cookson's School	9 10 0	38	119
" North District	3 1 0	11	200
" Central	11 6 0	40	156
Messingham	2 2 0	7	52
Owston	1 14 0	6	52
Partney	6 0 0	22	52
Pinchbeck (East)	6 17 0	24	95
" (West)	4 9 0	15	80
Rasen (Market)	3 6 0	11	60
Roulstone	2 0 0	8	26
Saltfleeby	4 14 0	17	26

School.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
	£ s. d.		
Scarle (North)	1 14 0	6	26
Skirbeck	12 0 0	44	127
Saxilby	4 5 0	15	90
Spalding	11 12 0	42	174
Stamford	3 5 0	13	98
Spittlegate	5 15 0	22	96
Scotter	6 18 0	25	82
Sleaford (Alvey's)	4 10 0	15	52
Ulceby	3 5 0	11	68
Waddington	12 13 0	46	101
Welton	3 0 0	10	45
Welton-le-Wold	5 15 0	20	45
Weston, St. Mary's	6 8 0	23	46
Withern	14 3 0	50	71
Winteringham	9 9 0	34	79
Wrawby	9 7 0	34	71
Total	317 6 0	1,176	3,891
Nottinghamshire.			
Balderton	7 1 0	25	65
Beckingham	6 1 0	21	40
Beeston	7 16 0	26	60
Bingham	6 7 0	23	112
Bramcote	8 9 0	29	50
Basford	5 8 0	18	62
Calverton	2 10 0	10	36
Collingham	6 12 0	23	80
Eastwood	16 10 0	58	148
Epperstone	8 9 0	31	55
Gringley	0 12 0	2	34
Hyson Green	15 10 0	41	153
Hucknall	6 15 0	24	84
Lenton	36 7 0	138	319
Lowdham	9 11 0	34	103
Newark, Ch. Ch.	18 17 0	66	227
Nottingham, St. John's	15 10 0	54	150
" St. James'	10 15 0	39	100
" Girls School of Indust.	3 5 0	13	51
" St. Mary's	11 19 0	43	174
Ollerton	30 0 0	120	246
Radford (New)	4 10 0	15	62
Sneinton	14 2 0	47	80
Southwell, N.S.	14 13 0	52	126
Sturton	2 7 0	8	51
Sutton in Ashfield	16 13 0	59	162
Trowell	3 16 0	14	37
Worksop	8 8 0	28	134
Walkeringham	2 0 0	7	134
Total	300 13 0	1,068	3,135
Leicestershire.			
Ashby-de-la-Zouch	31 10 0	133	230
Barkestone	6 19 0	25	90
Breedon	3 0 0	10	29
Burbage	7 16 0	26	43
Castle Donnington	15 19 0	69	43
Eaton	1 18 0	7	29
Earlshilton	10 17 0	36	121
Gilmorton	7 11 0	26	47
Great Glenn	9 9 0	34	55
Hathern	11 0 0	40	78
Higham	7 0 0	28	50
Hinckley	5 19 0	21	50
Kegworth	23 19 0	85	120
Kibworth	5 10 0	22	40
Kilworth (South)	6 8 0	23	56
Kilworth (North)	3 2 0	11	35
Knipton	6 12 0	23	48
Kirby Muxloe	2 3 0	8	30
Leicester, County School	30 0 0	120	280
" Knighton Street	13 11 0	50	156
" St. John's	11 8 0	38	156
Loughborough	23 10 0	100	196

School.	Grant. £ s. d.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
Melton	19 1 0	83	393
Nailstone, Infants'	6 7 0	23	34
„ National	4 18 0	18	25
Oadby	3 8 0	12	38
Quorndon	8 10 0	29	62
Sheepshed	5 6 0	26	146
Thurlaston	15 17 0	68	119
Twyford	7 16 0	28	47
Wymeswold	3 9 0	12	30
Whatton (Long)	14 3 0	50	94
Waltham-le-Wold	6 6 0	22	59
Wigstone	12 19 0	46	102
Total	353 1 0	1,352	3,131
Derbyshire.			
Alfreton	5 12 0	20	63
Allestree	13 0 0	52	96
Ashbourne	11 2 0	40	194
Alvaston and Boulton	2 18 0	7	46
Beighton	4 17 0	17	42
Belper	16 16 0	59	216
Bonsall	6 5 0	24	216
Bentley	6 3 0	22	48
Brampton	2 2 0	7	31
Brailsford	5 16 0	20	61
Charlesworth	6 13 0	24	70
Clayeross	8 4 0	29	52
Castleton	12 6 0	43	76
Codnor and Loscoe	4 8 0	15	71
Chapel-en-le-Frith	4 0 0	16	44
Chesterfield, Victoria School	23 18 0	100	190
Clifton	2 5 0	9	190
Derby and Lichfield Diocesan Practising School	5 18 0	21	61
Derby, St Alkmund's	11 3 0	43	161
„ St. Michael's	4 12 0	18	44
„ St. Peter's	3 10 0	14	54
„ All Saints'	26 19 0	96	207
„ Devonshire Street	15 0 0	50	97
„ St. Paul's	11 7 0	40	97
„ Christ's Church	20 18 0	74	183
„ Trinity	63 12 0	346	735
„ Curzon Street	20 15 0	83	287
Draycott	14 1 0	50	58
Duffield	13 16 0	46	83
Doveridge	6 17 0	25	72
Heanor	4 11 0	16	45
Ironville	32 7 0	118	246
Ilkeston	13 8 0	48	136
Little Eaton	19 14 0	72	83
Longford	5 10 0	19	45
Matlock Bath	17 8 0	76	96
Melbourne	13 6 0	49	123
Moira	15 0 0	75	105
Measham	12 1 0	42	110
Normanton	4 5 0	17	
Ripley	18 15 0	66	145
Riddings	6 8 0	23	60
Ridgeway	5 0 0	17	50
Shirley	6 16 0	24	50
Shardlow	9 12 0	32	41
Stapenhill	3 19 0	14	88
Stanton	10 18 0	40	67
Tansley	11 4 0	40	67
Wirksworth	9 10 0	33	95
Total	574 5 0	2,231	5,312
Totals of 183 Schools	1,787 18 0.	6,722	18,328

CERTIFICATED TEACHERS and APPRENTICES.

COUNTY.	Certificated Teachers.		Pupil-Teachers.*	
	Masters.	Mistresses.	Male.	Female.
Northampton	19	11	16	19
Rutland	2	5	2	5
Lincoln	32	13	31	12
Nottingham	26	16	35	21
Leicester	26	16	24	29
Derby	37	3	60	59
Total	142	9	168	145

DESCRIPTION of SCHOOL.

COUNTY.	Boys.	Girls.	Mixed.	Infants.	Total.
Northampton	15	13	40	11	79
Rutland	5	4	8	2	19
Lincoln	18	19	80	7	124
Nottingham	21	19	27	15	82
Leicester	24	17	51	15	107
Derby	31	32	57	20	140
Total	114	104	263	70	551

CHARACTER of INSTRUCTION.

COUNTY.	Good.	Very fair.	Moderate.	Improving.	Bad.	Total.
Northampton	10	31	25	6	7	79
Rutland	2	6	5	4	2	19
Lincoln	12	45	32	24	11	124
Nottingham	10	35	14	15	8	82
Leicester	9	46	30	14	8	107
Derby	15	66	36	13	10	140
Total	58	229	142	76	46	551

AMOUNT of ANNUAL GRANTS† paid in Year ending 31 October 1857, for Augmentation of Salaries of Certificated Teachers, for Stipends of Assistant Teachers, and on account of Apprenticed Pupil-Teachers, for Gratuities to Teachers instructing them, and for Capitation Grants.

COUNTY.	Augmentation of Salaries, &c.	Capitation Grants.	Total.
	£ s. d.	£ s. d.	£ s. d.
Northampton	974 10 0	202 8 0	1,176 18 0
Rutland	213 0 0	40 18 0	253 18 0
Lincoln	1,858 10 0	317 6 0	2,175 16 0
Nottingham	1,449 10 0	300 0 0	1,749 10 0
Leicester	1,401 10 0	353 1 0	1,754 11 0
Derby	2,775 0 0	574 5 0	3,349 5 0
Total	8,672 0 0	1,787 18 0	10,459 18 0

Thirty-seven pupil-teachers (22 males, 15 females) have completed their apprenticeship. Of this number, 33 (16 males,

* The number of pupil-teachers does not coincide with the number mentioned in the Appendix, because several have been appointed *after* the examination of the school.

† Building grants are not included.

17 females) were successful candidates for Queen's scholarships at the last examination (*See Appendix* B).

Scholars' certificates.

Sixty-nine children (60 boys, 9 girls) have received scholars' certificates for good behaviour, combined with age and regular attendance at school.

In conclusion, I wish to express my best thanks to the clergy and to the managers of schools generally in my district, for the uniform kindness and attention with which, during a period of more than ten years, I have been received on the occasion of my visits to their schools.

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. J. J. BLANDFORD AND REV. H. B. BARRY.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	206	80	79	53	103	14,730	12,423	12,493	10,307	37,049	234	378
Simple Inspection	214	34	25	17	160	6,714	5,574	5,946	4,824	17,761	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	9·20	8·61	10·63	12·82	13·01	11·98	10·41	8·61	6·41	4·36	2·53	1·43
Simple Inspection	6·84	8·33	11·78	13·72	13·18	11·87	10·26	9·03	6·48	4·76	2·81	1·44

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	42·15	23·55	15·38	9·18	5·42	4·32
Simple Inspection	37·84	23·73	18·03	10·98	5·99	3·98

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does not include Infants.*)

Number of Schools, out of 481 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	244	194	220	117	23	63	1	14
Catechism	238	186	219	131	18	51	1	4
Reading	243	199	208	134	33	60	2	5
Writing	241	195	214	151	27	43	—	1
Arithmetic	242	192	183	80	55	86	4	26
Geography	236	133	201	80	32	47	3	6
Grammar	179	76	112	33	66	39	1	4
History	78	35	73	23	5	12	—	—
Music from Notes	15	9	15	8	—	1	—	—
Drawing	13	4	12	3	1	1	—	—

SUMMARY *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect, or Bad.	Excellently, Well or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	293	14	3	298	4	1	246	42	21	232	6	8	262	26	20	281	22	1	233	8	4
Simple Inspection	200	22	14	203	25	5	110	46	77	148	26	12	113	56	64	179	37	7	35	12	8

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 193 (Annual Grants) + 153 (Simple Inspection) = 346* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	1,037 8 2	9,157 9 1	7,118 0 1	2,552 18 5	20,585 15 9	0 18 10½
Simple Inspection	1,268 15 2	3,623 7 0	2,517 4 1	1,067 17 2	8,477 3 5	0 19 10½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 193 (Annual Grants) + 153 (Simple Inspection) = 346* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	16,314 13 4	1,497 13 7	3,654 5 11	21,466 12 10	0 19 9	21,836
Simple inspection	7,224 10 6	311 13 11	1,180 9 1	8,716 13 6	1 0 5½	8,526

* The number of schools inspected during the year was 420; but from 74 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *e.*

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants.	£ s. d. 86 9 9	£ s. d. 55 4 2½	£ s. d. 58 10 0	£ s. d. 44 18 10	£ s. d. 53 6 7	£ s. d. 29 5 0½
	Simple Inspection	—	44 12 6½	—	27 4 4½	—	27 13 1
Number on which average is taken	Annual Grants.	136	18	72	25	18	25
	Simple Inspection	—	113	—	55	—	11
Number provided with house, or rent-free	Annual Grants.	93	6	40	9	10	11
	Simple Inspection	—	69	—	26	—	4

SUMMARY *f.*

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants.	174	26,576	35·17	45·42	12·21	5·08	2 12
Simple Inspection	103	8,074	44·16	40·64	9·34	2·91	2·95

APPENDIX B.

LIST of QUEEN'S SCHOLARS (in order of Merit), CHRISTMAS 1857.

Name of Candidate.	Name of School.

MALES.

First Class.—Scholarships of 23*l.*, with a personal allowance of 4*l.*

Arthur, Watts	Northampton, All Saints'.
Robert Mills	Oakham.
John N. Duftey	Ollerton.
William H. Ward	Northampton, All Saints'.
Henry Frith	" "
William Shaw	" "
Joseph Rigby	Great Brington.
Edward Colban	Sheepshed.
Charles E. Roach	Ironville.
Robert Godfrey	Melton Mowbray.
John Jackson	Gainsborough.

Second Class.—Scholarships of 23*l.* No personal allowance.

John Bailey	Long Bennington.
George Woodhead	Ollerton.
Robert Robinson	Colsterworth.
Joseph Jackson	Boston.
Thomas Drust	Gainsborough.

Name of Candidate.	Name of School.
Females.	
First Class.—Scholarship of 17*l.*, with a personal allowance of 3*l.*	
Jane Elizabeth Jacques	Sheepshed.
Jane Rogers	Sudbury, Derby, Lady Vernon's S.
Mary Ann Vickers	Lincoln, Miss Cookson's Ch. of Eng. S.
Jane Bellamy	" " "
Elizabeth Burrows	Northampton, All Saints' Infant S.
Charlotte Ward	" " N.S.
Mary Tattersall	Lenton.
Fanny Turnbull	Edensor.
Emma Bowmer	Derby, Curzon Street, N.S.
Lucy Norton	Northampton, All Saints'.
Sarah Maskerry	Derby, All Saints',
Rebecca Choice	Leicester, County S.
Keziah E. Goodman	" "
Susannah Layne	Gainsborough.
Emma Goode	Derby, All Saints'.
Frances Ellen Williams	Nottingham, Trinity.
Second Class.—Scholarship of 17*l.* No personal allowance.	
Sarah Wibberley	Derby, Curzon Street S.

Appendix C.

Special Report *on the* Prize-Scheme *in the Mining Districts of* Derbyshire, Leicestershire, *and* Nottinghamshire, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. J. J. Blandford, B.A.

Sir, December 1857.

I have the honor to present to their Lordships a report of the examination held by me on Saturday, the 18th of July 1857, at the Holy Trinity School, Derby, with the assistance of Mr. Alderson, Her Majesty's Inspector of Schools not connected with the Church of England, for the purpose of examining candidates for prizes offered by the Coal and Iron Masters' Association to schools for the working classes, approved of by them, and situated in the mining districts of Derby, Leicester, and Nottingham.

Seventy candidates (fifty-four boys and sixteen girls) presented themselves for examination from the following schools:—

Derbyshire:—

Claycross.	Ravenstone.
Ironville.	Measham.
Riddings.	Wingerworth.
Ripley.	

Nottinghamshire—Eastwood.

Leicestershire:—

Coalville.	Griffydam.
Coleorton.	Hugglescote.

The candidates were required to bring with them certificates of good conduct, of their satisfactory progress in religious knowledge, and of their regular attendance at school. They were then examined in reading, writing from dictation, arithmetic, grammar, and geography, and the girls in needlework. They were not examined in reference to their religious knowledge.

Of these seventy candidates forty-eight were successful, and prizes, with the concurrence of the committee of the Association, were awarded to the amount of 83*l.*, which was distributed in the following proportions:—

	£	s.	d.
In 3*l.* prizes	18	0	0
In 2*l.* "	48	0	0
In 1*l.* "	16	0	0
In 10*s.* "	1	0	0
	£83	0	0

The average age of the candidates was twelve years and two weeks; one-third of them were children of pitmen or colliers, and all were in some way connected with coal mines or ironworks.

Each successful candidate received, with the money, a beautifully illuminated card, bearing the following inscription:—

"DERBYSHIRE, NOTTINGHAMSHIRE, and LEICESTERSHIRE ASSOCIATION for awarding Annual Prizes to the Elementary Schools of Working Classes,

"A prize of ——— *l.* was this day adjudged by the Rev. J. J. Blandford, Her Majesty's Inspector of Schools, to ——— for an examination in ———, — religious instruction, general conduct, and school attendance having been certified to be satisfactory.

"Dated August 8, 1857. (Signed) "FRANCIS WRIGHT, Chairman."

I subjoin a table containing a statement of the names of the candidates who obtained prizes at the examination, the names of their schools, the number of candidates from each school, and the amount of prizes awarded.

Schools.	No. of Candidates.	Names of successful Candidates.	Amount of Prizes given. £	£	£	s.
Hugglescote	1	Richard Tookey	3	–	–	–
Coalville	2	William Elliott	–	–	1	–
		Ann Wyatt	–	–	–	10
Riddings	6	John Tagg	–	–	1	–
		Slater Ball	–	2	–	–
		Joseph Dawes	–	2	–	–
		Francis Hill	3	–	–	–
		Thomas Gee	–	–	1	–
		Emald Brentnall	–	–	1	–
Ripley	5	Fanny Hunt	–	–	1	–
		Martha Barks	–	–	1	–
		Sarah Ludlam	–	–	1	–
		Helen Marr	–	2	–	–
Ironville	16	Samuel Parkin	–	–	1	–
		James Elliott	3	–	–	–
		Abraham Booth	–	2	–	–
		William Lowe	–	–	1	–
		John Barlow	–	2	–	–
		Goodman Booth	–	2	–	–
		Ann Harlow	–	2	–	–
		Jane Elliott	–	2	–	–
		Martha Southall	–	2	–	–
Eastwood	17	William Chambers	–	–	1	–
		William Daykin	–	2	–	–
		Joseph Carr	3	–	–	–
		Robert Mann	–	2	–	–
		Samuel Knowles	–	2	–	–
		Thomas Chambers	–	2	–	–
		Thomas Carr	–	2	–	–
		Henry Bingham	–	2	–	–
		Henry Cooper	–	2	–	–
		Catherine Gibson	–	–	–	10
Claycross	7	Martin M'Dermott	–	2	–	–
		Abraham Boothe	–	2	–	–
		George Bramley	–	2	–	–
		Emma Cooper	–	–	1	–
Griffydam	5	Joseph Pickard	3	–	–	–
		John Harris	–	2	–	–
		William Johnston	–	2	–	–
Ravenstone	1	George Green	–	–	1	–
Coleorton	3	Joseph Lakin	–	–	1	–
		Henry Lakin	–	–	1	–
Measham	3	Benjamin Priestland	3	–	–	–
		William Godfrey	–	2	–	–
		John Cooper	–	–	1	–
Wingerworth	4	Thomas Froggatt	–	2	–	–
		Isaac Hoades	–	2	–	–
		Samuel Godber	–	–	1	–

ABSTRACT of the above.

School.	Amount of Prizes.		
	£	s.	d.
Hugglescote	3	0	0
Coalville	1	10	0
Riddings	10	0	0
Ripley	5	0	0
Ironville	17	0	0
Eastwood	18	10	0
Claycross	7	0	0
Griffydam	7	0	0
Ravenstone	1	0	0
Coleorton	2	0	0
Measham	6	0	0
Wingerworth	5	0	0
Total	83	0	0

The expenses of the successful candidates on the day of the examination, and subsequently when the prizes were awarded, were defrayed by the Association.

The conduct of the candidates during the examination was good in every respect; no attempts were made, as far as we had opportunity of observing, at copying or other unfairness.

A piece of dictation was first given, and afterwards the following questions were proposed:—

1. Divide four hundred and sixty thousand eight hundred and seventy-three by seven.
2. Write down in figures ten millions thirty-two thousand and one.
3. Multiply four thousand and one by twenty-seven.
4. Find the difference between 79*l.* 16*s.* 3*d.* and 28*l.* 7*s.* 2½*d.*
5. Multiply 67*l.* 11*s.* 4*d.* by 255.
6. Divide ·324 by 36, and find the value of ·375 of a pound.
7. If twenty-five men reap sixty acres in a certain time, how many acres will four men reap in the same time?
8. Find the interest on 874*l.* 13*s.* at 2½ per cent. for four years.
9. A slab of marble is 7 feet 4 inches by 5 feet 6 inches, what will it cost at 6*s.* per square foot?
10. Parse the following—
    When the bricklayer begins to build, he digs a deep trench for the foundation.
11. Trace accurately the course of the Trent and of the Thames.
12. In what parts of the counties of Derby, Leicester, and Nottingham is coal found?
13. Give the boundaries of one of the following counties:—
    Hertford. | Buckingham.
    Northampton.

By the kindness of the Secretary to the Association I am able to furnish an account of the income and of the expenditure incurred in carrying out the objects of the prize-scheme, which I here subjoin.

Dr. ANNUAL SCHOOL PRIZE ASSOCIATION. *Per Contra, Cr.*

1857.		£	s.	d.
Feb. 12	To Cash per the Editor of the "Derbyshire Courier" -	2	0	0
	" " "Leicester Journal" -	2	0	0
	" " "Nottingham Journal" -	1	15	0
	" " "Derby Reporter" -	1	10	0
June 30	" for postage and post office orders - -	0	18	6
	" for printing 50 forms for school returns -	0	9	0
Aug. 17	" per J. & R. Longman, for 500 Certificate Cards - - - - - - - -	10	19	0
	" per the Rev J. J. Blandford, for distribution to the successful candidates, and expenses of the said candidates to the two meetings, as under - - - - -	98	7	10

	Candidates.	Prize. £	s.	Expenses. £	s.	d.
To Hugglescote School	1	3	0	0	11	0
" Coalville	do. 2	1	10	1	2	0
" Riddings	do. 6	10	0	1	11	3
" Ripley	do. 4	5	0	1	1	3
" Ironville	do. 9	17	0	2	5	6
" Eastwood	do. 10	18	10	1	19	0
" Claycross	do. 4	7	0	1	4	10
" Griffydam	do. 3	7	0	1	12	6
" Ravenstone	do. 1	1	0	0	11	0
" Coleorton	do. 2	2	0	0	18	0
" Measham	do. 3	6	0	1	12	0
" Wingerworth	do. 3	5	0	0	19	6

To balance carried down - - - - - -	12	0	8
	£130	0	0

1857.		£	s.	d.
Feb. 12.	By Cash per His Grace the Duke of Rutland	10	0	0
	" per Richard Barrow, Esq. - -	10	0	0
Mar. 10	" per the Hon. G. H. Cavendish -	5	0	0
	" per the Coal Masters' Association -	100	0	0
	" per the Viscount Palmerston - -	5	0	0
		£130	0	0
	By Balance brought down - - - -	£ 12	0	8

The result of the first examination was decidedly encouraging, and augurs well for the future.

I have the honor to be, &c.
(Signed) J. J. BLANDFORD.

To the Secretary of the Education Department.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. W. H. BROOKFIELD, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* SURREY, SUSSEX, *and* KENT, *and in the* CHANNEL ISLANDS.

MY LORDS, London, January 1858.

IN the official year which closed on the 31st of August 1857, my valued colleague, the Rev. R. L. Koe, inspected 148 separate schools under male, and 137 under female teachers, making a total of 285 schools under different teachers, of whom 188 bore certificates of merit. Within the same period I myself examined 86 schools under male and 125 under female teachers, making an aggregate of 211, of whom 150 bore certificates. This gives a gross total of schools inspected in my district between the 1st of September 1856 and the 31st of August 1857, amounting to 496 schools, under as many teachers, of whom 332 were certificated, leaving 164 without certificates. Of these last mentioned the greater number were visited for purposes of *reconnaissance*, and to confer with the managers who desired information and suggestions, with a view to placing the schools upon a more efficient footing, and establishing a claim upon the Parliamentary grant for education. In many of these the desired change has already been effected; the buildings have been repaired, competent furniture supplied, together with books and apparatus; the schools re-organized and placed in the charge of certificated teachers, to whom apprentices have been indentured; and I doubt not that the circuit of inspection for the current year will discover abundant and encouraging results of the timely and judicious exertions made by the clergy and other managers in their behalf. The progress of these schools, however, must be the subject of future report. Of the remainder of the 164 conducted at the last inspection by teachers not bearing a certificate, many of those teachers have since successfully competed for that profitable distinction; some have been registered as competent to train pupil-teachers and to justify capitation grants; some have been superseded; and not a few highly meritorious and even valuable persons, but somewhat deficient either in the nerve or in the weapons needful for the conflict of examination, have received every encouragement which could be equitably and judiciously afforded them to brace themselves up for another trial, when I heartily hope that they may be successful.

Upon the whole, at this moment (which is considerably subsequent to the official year up to the close of which our tabulated summaries are made up), out of about 480 teachers, whose schools have to be inspected on account of annual grants, upwards of 386 already hold certificates of merit; 24 are registered; making a total of 410, and leaving only 70 without some warrant of competency, a number which in the course of the current year will be considerably reduced. Amongst these teachers are now distributed about 700 pupil-teachers.

Of these young people I rejoice to speak in terms of unabated satisfaction. Their industry, docility, professional usefulness, and moral conduct have been, with very inconsiderable exceptions, most exemplary; and I am sincerely glad to say moreover that, with exceptions almost as inconsiderable, their bodily health has been robust, and no way impaired apparently by the peculiarities of their employment. The list of removals out of 661 stands as follows:—

BOYS.

3 have died.
2 left through ill health.
2 removed by managers for inaptitude.
3 left voluntarily, without special cause assigned.
1 removed for misconduct.

GIRLS.

2 have died.
1 left through ill health.
2 left voluntarily, for no cause assigned.
1 removed on account of the mistress's incompetency to instruct her.
3 removed for misconduct.
1 left voluntarily to "enjoy the privilege of sitting without interruption under the Rev. Mr. Spurgeon."

That five young persons should have been removed by death from prospects of happy usefulness demands our sympathy with those to whom they were dear; but that so few from any cause, and only four from any discreditable causes (and those not marked by any heinous turpitude), should have been erased from a list of 661 pupil-teachers, may fairly occasion thankfulness that there should have been so little in the social, domestic, or professional relations of these young people to disturb either the moral or the material healthiness of a very interesting section of the rising generation.

At the close of last year the pupil-teachers in my district constituted, if I am not mistaken, one-ninth part of the entire body of those connected with the Church of England. I am gratified to observe that a proportion even somewhat larger of the successful competitors for Queen's scholarship at the recent

examination is traceable to the same district. And I am the more desirous to record this fact,—which tends to show that the counties of Surrey, Sussex, and Kent, with the Channel Islands, are not in intellectual culture behind other sections of the country,—lest any observations of mine which may reflect upon the *actual* condition of the schools of this district should seem to imply that they are *relatively* inferior to those of other portions of the kingdom. So far from there being any inferiority in this as compared with other districts, I have every reason which statistics, report, and casual opportunities of observation can supply me to believe that, whether in native intelligence, in local interest, in pastoral superintendence, or certainly in episcopal encouragement of education; or whether in the number and ability of certificated teachers, and their success with ordinary scholars or apprentices, as evidenced by any trustworthy and practicable test, this district is not surpassed by any which might challenge competition with it. But while its *relative* merits in educational respects secure it from disadvantageous contrast, I must confess that its *absolute* achievements appear to my (perhaps arbitrary and exacting) judgment to fall considerably short of what a few years ago might fairly have been anticipated, and of what I did actually anticipate. For the first six years of my experience (from 1848), I ardently expected that the improvement would increase as rapidly in depth of character as it increased undeniably in extent of surface. But it has appeared to me, I most reluctantly profess, that the stature of schools has for the present reached its limit, and that that limit is one of rather disappointing altitude. The number of schools that may be called good as compared with former times has largely increased, and still continues to increase in a still increasing ratio of progression. But I doubt whether schools that had become already good five years ago are making much advance on what they had by that time achieved. I did not expect them to read more difficult books; but I did expect them to read easy books with more fluency and with more pleasing articulation and expression. I did not expect them to work what deserve the name of problems in arithmetic; but I did expect them to work easy sums with more accuracy and ingenuity, not merely adding and subtracting stated figures, but exercising contrivance in solving the trivial but practical and constantly recurring problems of the market. I did not expect geography to advance much beyond a very limited topography; but I did expect topography to become more associated with reflection and intelligence than I find it hitherto; that the mention of places should be made suggestive of their productions, of their people, of their relations

at least in commerce, if in no other point of view, with ourselves, if with no other portion of mankind. And as to Scripture knowledge, I did not expect, nor even desire, that children of ten years of age should be precisely and in detail acquainted with the partition of Canaan among the tribes; of the relation of the Hebrew to the Egyptian and Assyrian kingdoms; I had been even moderate enough to think that a Sussex labourer might, through God's mercy, descend into his grave in peace without any profound intimacy with the Levitical law; with the more ambiguous intimations of unfulfilled prophecy; or with the mysteries of the Apocalypse; in all which I have heard infants set to read and sustain examination whose parents, when I became an inspector ten years ago, were yet at school. But I did expect, and do desire, that they should possess some tolerably vivid and coherent notion of the words and deeds, of the Human Life, in short, of their Saviour; some proximate idea, were it within a century or two, of the time when He appeared on earth to teach, and guide, and bless mankind; what rank in life He occupied; what precepts were occasioned, what consolations evoked, what example made memorable by the various predicaments of the Divine career, and in what way both precepts, consolations, and example come within the range of a British peasant's contemplation and adoption in the nineteenth century, for the guidance, the support, the comfort of his life.

In short what I most reluctantly complain of is, that (with many highly satisfactory exceptions, but still) in the majority of schools, the reading, even of a first class, is deficient in that articulation and expression which would make it an available resource on a Sunday evening by a cottage fireside; that the arithmetic is wanting in that accuracy and ingenuity which might fairly be required; that the very humble amount of geography which needs cultivation in a national school is chiefly verbal and memoriter, and left unconnected with the imagination and reflection of the children; and that with regard to Scripture knowledge,—while there is often an amazing, and, to the admirers of surmounted difficulty, a very gratifying intimacy with the Mosaic ceremonial, with the succession of Judges and of Israelitish and Judean kings, and with prophetic lore and controversial texts,—there is, to an extent which is generally neither believed nor suspected, a want of coherent acquaintance with the life of the Redeemer, and a very scanty familiarity (by heart at least) with his preceptive and consolatory words, and of the bearing of both words and deeds on human life. A very small proportion indeed of children ten years of age know how long it is since the birth in Bethlehem, or whether the rebuking of the tempest

occurred at Nazareth, Jerusalem, on the Dead Sea, the Mediterranean, or the Sea of Galilee.

I was once inspecting a school, to speak in slighting terms of which would convey an utterly incorrect impression of its relative quality. As compared with other schools it was a very respectable and thriving institution. The clergyman learned, assiduous, pious, and most deservedly of high position and repute; beloved in his parish, and esteemed beyond it. The teacher was accomplished, industrious, humble-minded, and zealous in the work. The first class had read a portion of the Sermon on the Mount. I asked them whose were the words they had been reading. No answer. I repeated the question in many varied forms; but still no answer. The clergyman said they could not understand my way of putting the question. I therefore showed them some very bad penmanship of my own, which lay upon the table, addressed to the correspondent of the school, and asked whose words those were; and they gave the answer with terrible precision. I asked whose were the words of the sermon they had heard last Sunday; they replied (I have no doubt with equal accuracy), "the clergyman's." I asked whose were the words of St. Paul's Epistle to the Romans? and they said "St. Paul's." I now repeated my first question, "Who spoke the words of the Sermon on the Mount?" No answer still. The visitors grew uncomfortable; the teacher distressed; and the clergyman, assuring me that the children could answer the question if intelligibly proposed to them, accepted, at my request, the responsibility of putting it. "Now, my dear children,"—he proceeded—"I am "going to ask you precisely the same question as the Inspector, "which I am sure you can answer. Who spoke the words of "the Sermon on the Mount? But, before answering it, think "for a moment who it was; and, as you pronounce His name, "make a bow or courtesy of obeisance, for it is written, 'At "'His Name every knee shall bow.' So, now; whose words "were they?"

I need not add that the question was answered by a shout more accurate, triumphant, and unanimous than reverential; that comfort and good humour were restored, and that I was looked upon as an incompetent and discomfited examiner. But when afterwards alone with the teacher, a frank and candid person, I thought it well to inquire whether it was supposed that the children had been really able to answer the question which I, in vain, had put to them. No, it was readily acknowledged, they had not. Had they ever been told whose words those were? *No, most likely not; it had been taken for granted that they knew so simple a thing as that.* Would the

children ever, of their own accord, have inquired whose they were? No, it was not in their way to do so.

And yet several of these children would have answered questions far more difficult than any that I should have dreamed of putting to them; questions in the books of Deuteronomy, or Daniel, or the Epistle to the Hebrews.

This trivial fragment of official history is not at all worth relating excepting as it tends to illustrate and explain a phenomenon, not unfrequently presented, of an able and conscientious teacher *taking for granted* that children are familiar with rudiments with which they are in fact unacquainted, and of a learned and zealous clergyman failing to detect the deficiency, and inferring (not unnaturally) that a correct answer in advanced or difficult matters of instruction implies an intelligent apprehension of those that are more rudimentary.

A superficial consideration might hastily account for this by jumping to the conclusion that the teachers are above their work. I can conceive no imputation more groundless and unjust. I feel justified by deliberate observation and belief in saying, that no class of persons in the community, numerically equal to the existing elementary schoolmasters and schoolmistresses, excels them as a body in the amount of knowledge necessary for their employment, in a humble and conscientious sense of duty, in professional devotedness, or in predilection for their calling. Therefore it would be a gross misrepresentation to speak of them generally as "above their work" in the ordinary and colloquial acceptation of the phrase. But there is a sense, intellectual rather than moral, in which a person may be above his work, through misapprehension of the humble level which that work must occupy; a gardener who mistakes his plot of kitchen ground for an experimental hot bed of exotics; a parent who fails to reduce his language and ideas to the standard of his children; a clergyman who, fresh from college and the schools, bewilders his rural congregation with biblical criticism and polemical theology; and a schoolmaster who carries into the village school the standard which he has almost inevitably formed in the not very homely curriculum of the training college. I shall not be suspected of insinuating the slightest reflection on the amount and variety of knowledge which it has been thought necessary to cultivate in these institutions. I do not think it possible that any teacher can be too thoroughly furnished for his work with knowledge, though it extended through the whole range of nature, "of trees, from the cedar of Lebanon to the hyssop on the wall; of beasts, of fowl, and creeping

things and fishes;" in fact, I could wish that acquaintance with the visible and material world were even a little more extensive, even though it were at the sacrifice of some portion of the scientific field at present cultivated; but the mention of the last creature on the list just quoted reminds me that there is in fishes an air bladder, by inflating or contracting which my silent friend is enabled to rise *or sink* at will to the precise level which the exigency of the moment makes expedient; and I could wish, of all things, that amongst the accomplishments so ably and successfully imparted in our training colleges, some marked and unequivocal encouragement might be supplied for the cultivation of a moral faculty corresponding to this familiar apparatus, by which our teachers should succeed better than at present in placing themselves upon a level with that work for which, by general attainment, by professional zeal, and by a Christian sense of duty, they are so admirably qualified. To read audibly and with intelligence, to write intelligibly, to work market sums correctly, and (for girls) to do needlework durably and with neatness, is still the formula of elementary instruction by which I am inclined to stand, and the standard by which I should desire to gauge the efficiency of those schools with which I am officially connected.

Of the 332 schools conducted by certificated teachers, and inspected during the past year by my colleague, Mr. Koe, and myself, we agree upon a classification, for purposes of general estimate, into three divisions; viz., those, which may be called decidedly good; those which are fairly satisfactory; and those which, without being open to severe reflection, are yet inferior to what we think might reasonably be required. This general classification stands as follows:—

75	Schools,	Good.
119	„	Fair.
138	„	Moderate (including some of a still lower type).
332		

Upon a very careful investigation of the results effected by teachers holding a third-class certificate, and by those of a higher diploma, I do not find any such difference in favour of either division as would justify a general inference to the disadvantage of the other. The utmost that I can safely say is, that there is no such superiority on the side of the higher classes as would seem to be indicated by their designation, and as might not unreasonably be exacted in consideration of the higher emoluments which they receive. The preponderance of efficiency, indeed, is somewhat, though very slightly, in favour of the third or lowest class of certificates.

The indifferent reading I trace partly to the fact that the pains which have been recently taken in training colleges in this particular—and in that of Battersea, with which I am best acquainted, with very marked success—have scarcely yet had time to reach the elementary schools in any perceptible degree; partly to the inveterate habit which teachers persist in maintaining of silently reading the lesson themselves while the children are reading it aloud. This practice not only interferes with their keeping their eye upon the scholars, so as to watch the expression of the faces, and see that they are minding their books, but it leads also to their *knowing* what the children ought to be saying, and mistaking that for really *hearing* what they say; and so contenting themselves with very imperfect articulation, accent, punctuation, and expression, and often with an almost total absence of such qualities. The prudent way would be to close the book, keeping a finger in the place, so as to facilitate instant reference when absolutely necessary; but otherwise to be dependent on the enunciation of the children for knowing what they say, or for conjecturing what they ought to be saying, which would usually be enough for purposes of correction, and would compel the teacher to insist upon a more audible and intelligible utterance than is usually secured. Another cause of deficiency in this important branch of instruction is to be found in the exceedingly uninteresting and unsuitable books which are usually procurable. Why are there no editions of "Robinson Crusoe;" of the "Parent's Assistant;" of "Frank and Rosamond" (or something equivalent, adapted to a lower stratum of social life); of "Animal Biography," &c., cheap enough to be obtainable in the village school? I was much struck the other day at Battersea, when I had the honor of assisting our late colleague, the Rev. F. Temple, in examining the students. We heard them, as by prescribed instructions bound, read "Blackstone's Commentaries." No men could have been taken more pains with by their excellent, accomplished, and sagacious principal, the Rev. S. Clark. But that reading was listless, hesitating, expressionless, and totally devoid of *gusto*. Having discharged this rather afflictive duty, exercising them (which no doubt has its use) like pedestrians in clogs, we substituted the lighter shoes of Sir Roger de Coverley. I do not refer to the dance, but to the "Spectator." The change was magical. I believe that few, if any of them, had ever seen it before; but they read it impromptu, with emphasis, expression, animation, and enjoyment, which banished irksomeness; and even if some lingering tones of honest patois betrayed the early accents of the north or west, still the reading was intelligent, lively, and intelligible, and such as was an interest and pleasure both to the critics and the criticised; such as would

have amused and instructed a cottage leisure hour; and such as illustrated to me the expediency of exercising the accomplishment of reading, even in elementary schools, on pages very different from those most usually employed.

With regard to arithmetic the progress would be greater if for the mechanical exhibition of figures on a black board, to be worked by conventional rules, there could be more frequently substituted, as discretion and opportunity might favour, simple but lively problems of local interest, connected with the staple trade, the topographical relations, the familiar habits of the place; questions relating to the railroad or the market: questions such as would be likely to present themselves in actual life; the difference between travelling second-class or third-class from A. to B., &c. And here I will remark that in only two schools out of many scores have I ever found a pair of scales to illustrate weight, a foot rule for length, or measures of capacity. Why not occasionally relieve the dull monotony of ordinary school-work by letting a class play in a corner at keeping shops—grocers', butchers', bakers',—weighing some mimicry of goods; casting up the bill; and paying in card counters representing coins (unless, indeed, a morbid fear should suggest itself of a too early familiarity with pecuniary paper)? I have taught more arithmetic, and coincidentally much besides arithmetic, to a little child in half an hour by contriving a game of trades, and inducing the little merchant to cast up the bills of parcels, than I could have taught in a month with abstract figures on a black board, and rules about subtrahends and quotients. Is there anything either ludicrous or chimerical in the notion of occasionally introducing such devices into a parish school?

I fear that trivial suggestions such as these are too much matters of detail for the consideration of a department of the State, which has to deal with principles rather than with the minute methods by which those principles are to be carried into effect. But it is possible that these remarks may meet the eyes of some few persons in my district who may feel disposed to give them consideration, as a hint to contrive and to employ every device that can be discreetly adopted to vary the uniformity, to diminish the irksomeness of instruction, and so to render it more accessible, more intelligible, and more welcome, and therefore more effective to the infant mind.

For they *are* infants after all, leaving us at about eleven to begin working for their bread. And I am not able myself at present to join very loudly in the outcry against children going to work at eleven or twelve years old, if only the work be suited to their physical strength. It seems to me practicable so to have instructed a child before that age that every

step that it takes afterwards, whether in the field, the workshop, or the house, shall be fruitful in additional instruction. It is very easy, by adroit methods and entertaining contrivances, to enable a child by that time to read, write, and cypher with ease; and if the faculties of observation and reflection have been co-ordinately encouraged, these three accomplishments will be exercised, *pro re natâ*, with pleasure. And really, unless some extraordinary manifestation of a special bias and adaptation for some other calling—some unmistakeable propensity and gift in art or science—constitute a case entirely exceptional, I do not at present see why a child of twelve, who can read, write, and cypher easily and well, should not go forth to such labour as may suit its strength; nor why, in that very labour, with the opportunities of observation and reflection incidental to it, he may not find a new field of instruction ever varying, ever widening, which may tend quite as much to discipline and edification and the bracing up of his nature to the severer struggles which await him in maturer life as anything which, beyond the elements already specified, he would have been acquiring in the school-room; nor, indeed, need this early labour, within reasonable limitations, be any bar to progress and improvement in those three cardinal accomplishments,—(reading, writing, and arithmetic,)—either in the night schools which are now becoming numerous, or else by spontaneous cultivation at home. I have had opportunities of observing children, both boys and girls, of twelve years old, transferred from school to private families, in which they have rendered efficient assistance to the elder servants, with unimpaired health, with happy cheerfulness, and certainly with no stagnation of the intellect. I see no reason, excepting, of course, in circumstances of unusual and exceptional disadvantage, why this might not, under humane supervision and control, be equally true of service in the field or in the workshop. But this, of course, assumes what is, I fear, but partially true, viz., that the instruction up to eleven or twelve years old, has *really* been of such a quality that reading, writing, and the rudiments of arithmetic have been cultivated up to the point of being easy enough to be pursued at least without irksomeness, if not with positive pleasure. That this *might* be the rule, with but very inconsiderable exception, I am satisfied. And that it *is* but partially accomplished, and that so many children leave school with accomplishments that have reached only so very rudimentary a stage that they can never grow to anything, I am reluctantly compelled to attribute rather to maladroitness in the practice of teaching, than to any insurmountable difficulty inherent in the task proposed.

Amongst the most prominent and reprehensible of traditional maladroitnesses is that which retains just so much of the *simultaneous* method of teaching as ensures all its defects with none of its advantages. One of its few advantages is that of exciting the vivacity and attention of the children, together with an obvious economy of time. One of its many defects is that of the idle and the dull learning to catch the proper answer to a question, whilst that answer is leaving the lips of the clever and industrious, and joining in the simultaneous chorus of response with a rapidity, uniformity, and precision which would baffle an inexperienced observer. Call upon a class of 20 to repeat the names of the twelve tribes of Israel, and with one clever fugleman to lead, they will catch the first letter of each name, as he utters it, with a quickness almost amounting to intuition, which enables them to accompany him in pronouncing the remainder of the word, and so on through the series, but this without the slightest intellectual effort; the words passing in at the ear —(partly, indeed, at the *eye*, for they watch each other's lips), —and out at the lips by a mere mechanical trick, become easy through frequent repetition, and without ever entering into the mind at all; insomuch that, if you were to test the same class narrowly the next minute, you might find that not five out of the twenty really knew whether Naphtali was a woman, a mountain, a man, a river, or a drug. But, bad as this simultaneous method is, excepting in very skilful hands, there is a modification of it still worse, and which does not possess even its few and questionable merits. It saves the labour of the teacher, but without any equivalent effect upon the animation of the scholar. It acts in this way. Suppose, as before, a class of twenty children. They are reading. The teacher is steadfastly perusing the lesson himself, and probably considering what questions he shall afterwards put to them upon the subject. Thus he fails to observe the countenances of the children, their expression of amusement, of perplexity, of inquiry, of interest, or of apathy, as the case may be, or whether they are even looking at their books at all. He knows from his own book what the child that is reading ought to be saying; and, let the utterance be ever so inaudible, the articulation never so confused, the emphasis never so misplaced, the expression never so vapid, he "takes it as "read," but in reality, and in any sense that deserves to be called reading, *hears* no more of it than a member of the Legislature hears of the first reading of a Turnpike Bill. So that, by the end of the lesson, the reading, as an oral accomplishment, has not advanced one step. Then comes some questioning. Suppose the subject to have been coffee. Where

does coffee come from? The five attentive ones answer respectively, but altogether, Ceylon, Jamaica, Turkey, Berbice, Singapore. The answer is accepted, and another question proceeded to, but in a somewhat bald, unjointed way, not very likely to excite the interest or awaken the reflection of the scholars; no map referred to; no tracing of the merchandise from grower to consumer; no talk (reduced to the apprehension of a child) of the reciprocities of commerce; the questions so incoherent, unconnected and barren of illustration that it does not become very apparent what difference it makes to the child whether the coffee came from the West Indies or from the South Pole. But it is not to this want of ingenuity that I so much wished to refer, as to the entire limitation of attention to the five quick or industrious children that answer. Where are the remaining fifteen of the class?

The fifteen are standing there utterly indifferent to either question or answer. They are leaning on one another's shoulders; or fumbling in their pockets with the bit of string, the pocket-knife, or peg-top. They are waiting, with exemplary resignation, for the end of the half-hour with its irksome lesson; or, in imagination, they are in the field scaring those crows which philanthropy considers them still too young to frighten. But they are not stirred up to attention. They are not compelled to notice, or enabled to understand, or encouraged to remember the answers given by their more intelligent or attentive comrades; they are left to be as dull, as idle, as impenetrable, as may chance. The simultaneous method, with all its disadvantages, has been retained so far as putting the question goes; but the simultaneous answer has not been exacted. The clever children, who require least attention, get the most of it; while the lost sheep are left to wander neglected in their wilderness of ignorance; reversing thus, as applied to instruction, the principle of that characteristic maxim of the Gospel which indicates sinners,—not the righteous,—as claiming the most vigilant regard. Surely the teacher comes to teach not only the steady, the sober-minded, the apprehensive, the industrious, and the naturally intelligent; but to cultivate what has hitherto been barren, to awaken the torpid, to stimulate the indolent and listless, to encourage the timid, and to search out and breathe upon the latent sparks of intelligence that have been suffered almost to expire. This disregard for the dull or idle I believe to be one of the most fruitful causes of the low aggregate of attainment in many of our schools—conducted though they be in the majority of cases by teachers whose conscientious industry is as unquestionable as their intelligence and accomplishment. For, strange as it may seem, it is possible to slide

into a laxity of habit such as that described, and to remain as utterly unconscious of it as we are most of us unconscious of many of our own defects. Nay, even intelligent bystanders may remain unobservant of this laxity in teaching till it be pointed out. I remember a large school in which was a first class of thirty-five. Several visitors, persons of education, interested in the school were present. The clergyman examined them simultaneously in Scripture. The answers were exceedingly correct, and even surprising. Everybody, with one exception, was delighted with a school of such erudition. Compliments were interchanged. The result was printed. The local newspaper did not spare its paragraph. But one person present—who, however, kept his own council till this hour—observed that it was three girls only out of the thirty-five that answered these questions, and that the remaining thirty-two were occupied—not in listening to the questions or the answers, but in maintaining their heels at right angles, and in contemplating the dresses of the lady visitors.

One defect more and I have done with fault finding. The answers of the few scholars that can answer are so inarticulate and inaudible that the class in general cannot hear them. By this means an incalculable amount of instruction runs to waste. If a teacher, for instance, were to take out his watch, with its gold hands, silver case, brass and steel movement, porcelain dial, diamond jewel, silk watch-guard, and Cairngorm seal, and ask *audibly* of the whole class from what parts of the world all these ingredients had assembled in his waistcoat pocket, and if each child that could tell something about it were to contribute his bit of knowledge *audibly*, it is manifest that the information of the whole class would be increased, and, most likely, in an interesting and amusing manner. It would transpire that Sweden, the Brazils, Wales, Peru, Australia, Staffordshire, Languedoc, and Scotland, had each its representative in that small instrument; and it is conceivable, that according to the ingenuity of the teacher, a great amount of entertainment and instruction might be connected with the subject. But clearly all this is defeated, if to the major part of the class both questions and answers be inaudible, or even if they require much exertion to be heard. It is clear that, if the only child in the class who knows that brass is made of zinc and copper, and that, possibly, Cornwall and the Isle of Man combined to bless his coat with buttons, proclaim his knowledge in a mumble or a whisper, the rest of the class lose the benefit of his erudition. And so on with every variety of the subjects which make up the curriculum of a village school. In this way, *i. e., through inaudible utterance alone*, I have

not the slightest doubt that 50 per cent. of instruction which might become the common property of a school-class, is allowed to run to waste. In not half the schools with which I am acquainted is it enforced, as a point of discipline, that whatever a child says shall be said in such a manner as that it shall be heard by everybody concerned in hearing it.

And now, if my very estimable and sincerely esteemed friends the teachers are taking any umbrage at these critical remarks, let it be observed, firstly, that there are very many schools in my district to which they are, happily, inapplicable; and, secondly, that these strictures all lie within the region of method and management, and reach no farther. As regards the attainment of our teachers, generally, their industry and conscientious devotion to their duty, I have nothing but commendation to express. But my private conviction is that attainment has been forced too highly and too rapidly, somewhat at the expense of practical method; and that, even as respects attainment, there may have been some neglect of what we usually mean by literature and general information, which, to my mind, are accomplishments quite as requisite for a teacher as pure mathematics and inorganic chemistry.

I know of no public documents which exhibit more evident signs of independence, *i. e.*, of not having been subjected to any censorship in the department through which they pass, than the Reports of Her Majesty's Inspectors of Schools. This acknowledgment is made with an unaffectedly grateful sense of the courteous liberality of the Department of Education. What I have said above, therefore, will be taken for no more than private opinion, and not even as the opinion of my colleagues in inspection, but of myself alone.

One of those private opinions is that the religious instruction in schools should be almost exclusively, where practicable, imparted by the clergy, and that it should consist much more than at present of the more popular, practicable, and memorable text of the Gospels and the Psalms. With regard to other subjects of instruction, and to the general management of the school, my observation leads me to think that the less teachers are interfered with, excepting by a manifestation of interest and friendly encouragement, with occasional examination, the better.

Reviewing what I have herein felt it my bounden duty to write, it would be a very pleasing task if I had time and space to say, *per contra*, how much of good I have found in the very schools with which I have been least satisfied, and how many besides there are of which I might justly speak in terms of almost unqualified commendation. They appear, moreover, to be conducted with great kindness and parental

consideration. I see none of the crouching looks and distressing sense of irksomeness which used to be so common; the children seem almost always healthy, cheerful, and unconstrained. Defects of discipline are rarely on the side of rigour and oppression. Harshness and uncontrolled temper on the part of teachers I very rarely see; and with anything that deserves the name of systematic or habitual severity I am entirely unacquainted. Of the moral character of the schools generally, as of their teachers, it would be difficult to speak in terms too favourable.

And here I am tempted to relate a juvenile instance of "the homage which vice pays to virtue," through which, however, instinctive predilection betrays itself with a *naiveté* which may not perhaps alarm your Lordships so much as it appeared to distress the school authorities. It is my custom to ask the children of a first class to write impromptu upon their slates about different objects which I mention to them. An elephant, a swan, a monkey, &c. To one little boy of eleven years of age I had, perhaps somewhat imprudently, proposed a race-horse. He gave up his slate, inscribed, with very good writing and spelling, as follows:—

"The race horse is a noble animal used very cruel by gentlemen. Races are very bad places. None but wicked people know anything about races. The last Derby was won by Mr. I'Anson's Blinkbonny, a beautiful filly by Melbourne, rising four. The odds were twenty to one against her; thirty started, and she won only by a neck."

I handed this dissertation to one of the managers. He returned it to me with a perplexed look, saying, "I am very sorry indeed for this. He was always a very "good little boy *till now.*"

I found that he was the son of an honest and industrious groom; and, notwithstanding the ominous "*till now,*" the intelligent and amiable appearance of the child, and the good character I heard of him, give colour to the hope, which charity inclines to cherish, that he may yet clear the treadmill.

I cannot conclude this report without recording my gratified sense of the continued courtesy and kindness of the clergy and other school-managers of my district; and of the friendly co-operation with which they have lightened and facilitated the discharge of my official duties.

To the teachers themselves no less, my warmest thanks are due for the frank and cordial reception I have experienced from them, the candour and integrity with which they have assisted my inspections, and for the forbearance and good temper with which they have received my criticisms and suggestions. And here I beg leave to tender my sincere apology if ever the hurried manner in which I have sometimes been com-

pelled to leave their schools, to catch a train, should have worn an appearance of abruptness and insensibility to their kindness, for I am deeply sensible of it, as of the laborious and anxious nature of their calling, and of their high and honourable sense of duty. And most earnestly should I deprecate any such construction of any critical remarks in this report as might in the smallest degree disturb on their side that cordiality which on mine would prevent the possibility of any, the slightest, unfriendly intention towards them. I esteem them very highly, not only for their work's sake, but also for their own. And it cannot be that I desire to see that work improved, extended, and perfected, without co-ordinately desiring to see themselves enjoying progress, advancement, comfort, and elevation, both professional and social.

My acknowledgments would be culpably incomplete if I did not express my obligations to Mr. Koe for his invariably prompt and friendly and efficient services as coadjutor in my district. His visits of inspection are very much valued by the clergy and the teachers; and his personal character adds greatly to the acceptance of his official functions. I can have no pleasure more sincere than in rendering this humble tribute to a meritorious colleague; and I am most happy to perceive already that, in assigning the Rev. A. R. Grant as an additional assistant to the South-Eastern District, your Lordships have afforded me a certain prospect of enjoying this pleasure in duplicate next year.

I have the honor to be, &c.

W. H. BROOKFIELD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. W. H. BROOKFIELD AND REV. R. L. KOE.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys'.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	263	169	147	74	88	28,196	18,692	21,121	16,260	53,882	305	661
Simple Inspection	20	11	10	3	8	1,053	798	1,053	798	2,555	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6·04	6·60	7·7	11·37	13·35	13·20	12·73	11·44	8·02	5·62	2·54	1·05
Simple Inspection	16·97	13·94	19·39	13·94	9·09	9·09	9·7	2·43	2·42	1·21	1·82	—

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	44·76	21·46	14·77	9·27	5·38	4·36
Simple Inspection	—	—	—	—	—	—

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 419 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures .	276	1	259	—	15	1	2	—
Catechism .	134	1	121	1	11	—	2	—
Reading . .	271	1	202	—	67	1	2	—
Writing . .	271	1	230	—	39	1	2	—
Arithmetic .	276	1	217	—	56	1	3	—
Geography .	254	1	188	—	62	1	2	—
Grammar .	234	1	166	1	64	—	4	—
History . .	30	—	29	—	1	—	—	—
Music from Notes .	3	—	3	—	—	—	—	—
Drawing . .	8	—	8	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	410	33	5	412	25	4	368	33	23	356	17	8	354	31	9	417	24	5	291	14	1
Simple Inspection	10	3	—	12	1	—	9	3	1	8	1	2	9	4	—	9	2	2	—	—	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 243,* of † Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	3,182 0 2	18,585 13 5	10,532 8 11	4,997 14 1	37,297 16 7	1 9 3½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers of 243* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	23,866 10 6	2,767 11 3	11,507 2 3	38,135 4 0	1 0 9	36,755
Simple Inspection	—	—	—	—	—	—

Summary *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income) .	Annual Grants -	87 2 9½	60 7 3	58 10 7½	38 2 1½	52 5 0½	35 19 4
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken .	Annual Grants -	168	48	113	70	19	54
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free .	Annual Grants -	127	37	83	48	13	35
	Simple Inspection	—	—	—	—	—	—

Summary *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	215	39,839	40·93	48·25	6·36	2·6	1·86
Simple Inspection	1	140	—	85·71	14·29	—	—

* The number of schools inspected during the year was 288; but from 45 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. W. J. KENNEDY, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* LANCASTER, *and in the* ISLE OF MAN.

MY LORDS,

I HAVE the honor to lay before you my report for the year ending on the 31st of August 1857.

I am happy to say that the year has been on the whole one of progress in several respects. In particular, I would observe, that during the year many additional schools have for the first time obtained competent and certificated teachers. In many of these cases it is your Lordships' extension of the capitation fees to parishes in general, irrespective of the amount of population, which has enabled and induced the managers of schools to engage such teachers.

Progress has also been made in respect of the extension of evening schools. This extension has also in some degree been owing to the gratuities which your Lordships now offer to the voluntary teachers of such schools. A great move has also been made in the matter of evening schools by the formation of an important union of mechanics' and other institutions in East Lancashire, whose chief object is the extension and improvement of such schools. Some account of this union, and of its first operations, I have thrown into an Appendix to this report. (*See Appendix* B.)

Having thus referred to the chief points of an encouraging character, I beg permission to call attention to some of the wants and deficiencies which are making themselves felt. I would begin with observing, that the time is within my memory when one of the largest towns in England had one National day school. It was called *the* National school. There was then no infant school. There are now, I am told, in the same town, thirty-three National schools and eighteen infant schools in daily operation; and, instead of a few hundred children, there are about 20,000 under daily instruction in these schools. And the difference does not stop here, for the qualifications of the teachers and the character of the education are as much elevated, in proportion, as the number of schools is increased. And I merely refer to what has thus occurred in one town, as a sample of the work which has been going on in similar proportion throughout the country. Various agencies contributed to bring about this result, viz., the British and Foreign School Society, the National Society, the Parliamentary grant commenced in 1834; but above

all, the Minutes of Council of 1846, which commenced giving annual grants to schools, and whose importance has eclipsed all other educational measures.

Now the improvement in the character of education to which I refer has been mainly, if not wholly, brought about by your Lordships requiring as a condition of annual aid a certain standard in respect of the qualifications of the teacher, of the amount of voluntary annual subscriptions to the school, of the comfort of the school-rooms, and of the supply of books and apparatus. This standard it was of course absolutely necessary that your Lordships should require as a condition of assistance in the administration of a Parliamentary grant which is voted in aid only of voluntary exertions. Moreover, it would on many accounts not have been expedient to fix a low standard as a condition of such assistance; for, in that case, it is to be feared that we should have had all our schools sinking to a low level instead of always looking upwards and striving after higher and better things, as on the present system they are led to do. In short, had no good standard been required, the Parliamentary grant would have been bestowed as alms, as mere charity, which would of course have been wasteful and intolerable.

But it has resulted from the system which is thus in operation, that very many schools have not been able to avail themselves of annual aid out of the Parliamentary grant; and their low condition is now rendered more conspicuous and more invidious and unsatisfactory by contrast with the flourishing schools around, which are receiving large annual grants. This contrast is much felt and commented on in my district; but still more so, perhaps, in other districts where the proportion of schools which can come up to your Lordships' standard is less than in Lancashire. The most striking facts, certainly, I gather from the reports of those diocesan boards and those inspectors who have to treat of the more purely rural districts. Thus, for instance, I perceive that in one entire county there is one school only able to avail itself of annual aid, and in another county five schools only. It is also stated, that out of the 955 parochial districts of Wales there are 126 schools only in receipt of yearly grants. The proportion of annual-grant schools is far greater than this in Lancashire; but still the cases of those schools which do not and probably never will be able to avail themselves of annual aid on the present system, in spite of the capitation fees, attract much attention here; and it is on this account that I feel it my duty to invite your Lordships' attention to the consideration of whether it is possible or not to aid the schools which cannot succeed in raising themselves. The subject seems of some importance, inasmuch

as it cannot be doubted but that the success of any educational system in a nation must ultimately be tested by the universality of its operation, by its power to deal with the whole population, and not with a part only.

These few remarks are introductions to a suggestion which I have in former years* offered to your Lordships, and which I desire to renew upon the present occasion.

I am fully alive to the fact that your Lordships cannot lower your standard of requirement so as to bestow annual grants upon schools with incompetent teachers, and otherwise in an unsatisfactory state. And as the standard cannot be lowered, there only remains the alternative of endeavouring to elevate the teachers and the schools up to the required mark. This I am anxious to see attempted. The best way of doing this which suggests itself to my mind is by the employment of a body of sub-inspectors as organizing masters. Such a body would be best obtained from the most meritorious schoolmasters of the country; and while their labours in organizing schools would certainly tend to raise the schools in every way, a stimulus would thus present itself to schoolmasters to earn such appointments by deserving them.

The way in which such organizing masters would help the poor schools would be by visiting a school for two or three days, or even, in some cases, for a whole week at a time. The organizing master would not merely satisfy himself about the state of the school in all respects, but he would have time to convince the managers and teachers of their defects, and also to exemplify in organization, order, discipline, classification, and instruction, what ought to be rectified about the school. He would make out lists of the books and apparatus needed. He would have time to converse in a friendly and private way with the teacher, pointing out to him his mistakes and shortcomings, and advising with him fully and minutely not only about the school, but also about his studies and the best way of preparing himself for a place in the Registration or the Certificate List. Indeed the grand aim of the organizing master would be to elevate the teachers to this position, because the annual grants of your Lordships are nearly all made to hinge upon the teacher being thus certificated or registered. For my own part, I cannot doubt but that in this way a great many schools and teachers would thus be put on the right track, that they would become permanently benefited, and that the managers would soon have the satisfaction of being able to avail themselves of all the annual grants and advantages which accrue to schools from having certificated or registered teachers. But even in cases where this result was

* See my reports for 1850–1, and for 1853–4.

not obtained, much good would certainly result from the periodical visits of the organizing masters in the gradual improvement of such schools as I speak of; and it must be borne in mind that most of the schools in question are from one cause or another never regularly visited by those who could advise about their improvement.

It may be said that it is a very good thing that such a work should be done, but that there are difficulties about its being done under the auspices of the Committee of Council. For my own part, I believe that no great regular work of this nature can be effected by a voluntary educational association; and I also trust that there is no necessary educational work to which the Committee of Council on Education can be said to be unequal. The way in which the organizing master should work is, according to my view, immediately under the Inspector of the district, who should be responsible for his work. If your Lordships would grant me an organizing master, at an expense of about 300*l.* a year, I think I could in time, with the co-operation of school managers, raise nearly every school in Lancashire which desired it to the position of receiving annual aid out of the Parliamentary grant.

Although I wish to see no relaxation of your Lordships' standard of efficiency as the condition of annual grants, yet there is one point in which I venture to think that an alteration of the conditions of a grant might be made with benefit. The kind of annual grant in which I desire to see some alteration of the conditions is that of the capitation fees, and the alteration I refer to is in the requirement of payments by the children. In all large towns, of which my district mainly consists, there will always be a large class who are from poverty unable to pay the school fees. Their case renders free schools almost essential in some districts, care of course being taken that no child shall be admitted to such free school whose parents ought to be able to pay school fees. Most of these free schools in our towns are called "Ragged" schools, and their state is nearly always very inefficient and below your Lordships' standard. But if any such free school should engage certificated teachers, and furnish good supplies of books and apparatus, and in all other respects raise itself to the usual standard of other schools, I should be glad to see such schools receive the capitation fees. For instance, in one district in Hulme, in Manchester, the Messrs. Birley, of the firm of Macintosh, Birley, and Co., have established and carry on a very efficient free school, under a master holding a first-class certificate. No child is admitted until it has been ascertained that the parent is too poor to send his child to a *pay* school. The cost of the school is of course much greater than where the children do pay. Why should not the managers and supporters

obtain the aid of the capitation fees? They come up to the standard of efficiency; they expend more private money than is done on other schools; they are merely providing for a want felt in all large towns. I hope your Lordships will take the case of such a school into your consideration. If such free schools might receive the capitation fees, I believe that several of the "Ragged" schools in our towns would aim at reaching a better standard than that in which they now grovel.

There is another class of schools in my district besides the free schools which a slight alteration in your Lordships' rules would help to elevate. I mean the schools which in addition to the payments by the scholars are mainly supported by a small endowment. At present if a school be maintained in this way, and the annual voluntary subscriptions do not reach the amount of 10*l.* at least, such schools cannot obtain the services of a certificated master because such master could not receive the augmentation conditionally due on his certificate, and therefore no certificated master will take charge of such a school. And by this time no other duly competent masters are to be got. Hence, if we take the case of a school which has an endowment of 35*l.*, voluntary annual subscriptions of 8*l.*, and payments from children amounting to 22*l.*, in all 65*l.* a year, such a school cannot get a certificated master, because the parish cannot raise more money in voluntary annual subscriptions. I regret to see these schools under this disadvantage, and languishing; and I should be very glad if your Lordships would not exclude certificated teachers in endowed schools in England and Wales from the augmentation of salary conditionally due on a certificate, except where the amount of endowment is in itself ample for the remuneration of a teacher.

I am happy to be able to report, that your Lordships' Minute of 1 March 1855, respecting payments of gratuities to teachers of night schools, has been productive of much good. There are about twenty schools in my district where this grant has been claimed, and a manifest stimulus has been given by the Minute to these evening schools, which are of special importance in Lancashire. So zealous and so efficient do I find many of these voluntary teachers, that I am come to the conclusion that for some time to come we must look to them, working generally under the head-teacher of the day school, for the success of our evening schools. The plan of confiding in ex-pupil-teachers for carrying on night schools is considered to have failed, principally, I believe, from the fact, that it is chiefly the refuse of the pupil-teachers who become assistant-teachers, instead of competing for Queen's scholarships, and going direct to the training college. So successful, on the other hand, in the night schools do I find the voluntary

teachers, often taken from among the zealous Sunday-school teachers, that I think we only need a somewhat larger annual gratuity to such persons in order to obtain a very efficient supply of them. The gratuity offered under the Minute of 1 March 1855, varies from 5*l.* to 10*l.*; I should wish to see it rising up to as much as 20*l.*, by an annual increase year after year in the case of persevering and successful teachers. (*See Appendix* C.)*

Owing to the increase of day and evening schools obtaining annual grants, and which must, therefore, be visited every year, and to the large numbers of children in the Lancashire schools, and, not least of all, owing to the great number of apprentices in this district,—938 in number in August last, and now probably exceeding 1,000,—the work cannot any longer be properly discharged by two inspectors only. As regards the pupil-teachers of this district, it is satisfactory to me to be able to say that, out of the female Queen's scholars from Church of England pupil-teachers, upon the last occasion, one-seventh of the whole number was from my district; and out of the male Queen's scholars from church schools about one-ninth of the number was from this district.

In connexion with the subject of pupil-teachers and Queen's scholarships, it may interest your Lordships and the public to know the plan adopted in some parts of my district to obtain means of sending to a training college those apprentices who unfortunately fail in obtaining Queen's scholarships. The managers in some places enter into a legal agreement with the parent or guardian that he shall each year set aside all the apprentice's yearly payment exceeding 10*l.* Where this is done, the apprentice has a sum in hand of more than 25*l.* at the end of the fifth year. Thus he can himself pay for his training if he fail to become Queen's scholar; and if he succeed, he has a sum in hand which will prove most useful to him when he first enters upon the charge of a school. I should add that parents are, I believe, more ready to enter into this engagement in the case of their daughters than of their sons, chiefly perhaps because the son's earnings are more valuable; and they think in Lancashire that they are making a great sacrifice when they allow a boy to become a pupil-teacher. I append to my Report a specimen of the form of agreement to which I refer (*Appendix* D.) It is drawn upon a two-and-sixpenny stamp.

I have the honor to be, &c.

W. J. KENNEDY.

To the Right Honorable
The Lords of the Committee of Council on Education.

* An interesting letter on this subject, from a schoolmaster who has had great experience, and who has a very flourishing night school, will be found among my Appendices.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. W. J. KENNEDY AND REV. W. BIRLEY.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *average Attendance.*		For whom *accommodation* is provided at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	233	126	114	95	94	28,026	20,950	25,972	18,492	75,550	314	938
Simple Inspection	21	5	4	4	15	1,159	905	1,172	840	3,153	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	7·86	8·78	10·03	11·28	12·38	11·77	10·81	9·88	7·93	6·02	2·27	·99
Simple Inspection	4·84	7·17	7·53	13·8	9·63	13·25	17·02	9·85	8·24	5·02	2·33	1·25

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	47·89	23·39	13·53	7·97	4·08	3·14
Simple Inspection	45·55	23·09	16·35	5·17	2·48	4·35

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 358 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	223	4	186	2	37	2	—	—
Catechism	221	4	184	2	37	2	—	—
Reading	238	4	204	3	34	1	—	—
Writing	239	4	213	2	26	2	—	—
Arithmetic	243	4	174	2	67	3	2	—
Geography	229	4	155	2	74	2	—	—
Grammar	222	4	82	2	96	2	44	—
History	131	1	57	1	65	—	9	—
Music from Notes	2	—	2	—	—	—	—	—
Drawing	11	—	10	—	1	—	—	—

SUMMARY *c.*

School Appliances, Discipline, &c.

Schools visited on account of	Number of Schools in which Premises are: Excellent, Good, or Fair.	Premises are: Moderate.	Premises are: Imperfect or Bad.	Furniture is: Excellent, Good, or Fair.	Furniture is: Moderate.	Furniture is: Imperfect or Bad.	Books are: Excellent, Good, or Fair.	Books are: Moderate.	Books are: Imperfect or Bad.	Registers are kept: Excellently, Well, or Fairly.	Registers are kept: Moderately.	Registers are kept: Imperfectly or Badly.	Apparatus is: Excellent, Good, or Fair.	Apparatus is: Moderate.	Apparatus is: Imperfect or Bad.	Discipline is: Excellent, Good, or Fair.	Discipline is: Moderate.	Discipline is: Imperfect or Bad.	Fitness for Training Apprentices is: Excellent, Good, or Fair.	Fitness for Training Apprentices is: Moderate.	Fitness for Training Apprentices is: Imperfect or Bad.
Annual Grants .	385	20	3	400	8	–	343	53	4	270	8	2	75	32	1	388	15	2	361	10	1
Simple Inspection	7	1	–	8	–	–	7	–	–	5	1	1	7	1	–	7	1	–	5	1	–

SUMMARY *d.*

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 226 (Annual Grants) + 6 (Simple Inspection) = 232 * of Schools enumerated in Summary *a*. From Endowment, £ s. d.	From Voluntary Contributions. £ s. d.	From School Pence. £ s. d.	From other Sources. £ s. d.	TOTAL. £ s. d.	Average Income per Scholar in Attendance.† £ s. d.
Annual Grants .	1,277 5 0	13,821 5 1	16,793 11 1	2,576 6 10	34,468 8 0	0 15 11½
Simple Inspection	8 4 9	257 16 1	186 6 9	80 12 0	532 18 10	1 0 2¼

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers of 226 (Annual Grants) + 6 (Simple Inspection) = 232* of Schools enumerated in Summary *a*. Salaries. £ s. d.	Books and Apparatus. £ s. d.	Miscellaneous. £ s. d.	TOTAL. £ s. d.	Average Expenditure per Scholar in Attendance.† £ s. d.	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
Annual Grants .	24,644 5 2	2,715 9 9	8,014 2 9	35,373 17 8	0 16 4½	43,176
Simple Inspection	405 7 2	27 5 8	103 7 3	536 0 1	1 0 3¼	528

SUMMARY *e.*

Salary of Teachers.

	Schools visited on account of	Schoolmasters. Certificated. £ s. d.	Schoolmasters. Uncertificated. £ s. d.	Schoolmistresses. Certificated. £ s. d.	Schoolmistresses. Uncertificated. £ s. d.	Infants' Schoolmistresses. Certificated. £ s. d.	Infants' Schoolmistresses. Uncertificated. £ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	99 18 11	64 2 4	70 8 7	43 19 2	61 12 10	36 11 9
	Simple Inspection	—	53 16 1	—	—	—	46 8 0
Number on which average is taken	Annual Grants .	177	26	99	26	35	48
	Simple Inspection	—	6	—	—	—	1
Number provided with house, or rent-free	Annual Grants .	79	16	27	11	8	11
	Simple Inspection	—	2	—	—	—	—

* The number of schools inspected during the year was 254; but from 22 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

School visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	211	53,414	23·55	54·91	13·22	6·63	1·69
Simple Inspection	5	463	—	66·52	21·6	11·88	—

APPENDIX B.

EVENING SCHOOLS, AND PRIZE-SCHEMES.

A MOVEMENT of great educational importance has recently been organized by Sir J. P. Kay Shuttleworth. It consists of a "Union of Mechanics' and other Institutions for East Lancashire." Its main objects are twofold: First and principally, to encourage and improve evening schools,—a matter of the greatest importance amongst a population which goes to work so early in life as the factory operatives of Lancashire. The second object is to examine the scholars of these evening schools periodically, and award certificates and prizes to those among them who attain a certain proficiency.

The following details may be useful to persons in organizing similar schemes. The subjoined circular states the plan and particulars of this scheme:—

EAST LANCASHIRE UNION OF MECHANICS' AND OTHER INSTITUTIONS.

Examination and Prize-Scheme.

Burnley, November 22, 1856.

The Council of the East Lancashire Union of Mechanics' and other institutions desire to make known to the members and pupils of these institutions the principles on which the prizes will be awarded to successful candidates—the mode in which the examination will be conducted—and the time when it will take place.

Every candidate will be required to bring a certificate from the directors of the institution with which he is connected that he has not been educated at any higher than an elementary school.

No person will be permitted to compete for any of the prizes, unless he produce the following certificate of character, viz.:—"The undersigned certify of their personal knowledge that ———— is a ———— man of sober, honest, and industrious habits, and attentive to the duties of his station in life."

This certificate must be signed either by the directors, or the president and vice-president of the institution to which the candidate belongs, or by a minister of religion, at whose place of worship he regularly attends, or by his employer.

The Council propose to divide their subjects of examination and prizes into three classes:—

In the third class they will require such elementary knowledge as is necessary in the common arts of life, and most important as a means of making further progress in self-education.

For the purpose of affording the utmost encouragement to young men, whose early education has been neglected, the third class will be divided into two sections.

The second section will offer rewards for so humble a degree of attainment as to be within the reach of every earnest and well-conducted man after a short period of steady application; but no candidate will be admitted to competition who has not attended an evening class at least six months immediately preceding the examination.

In the first section of the third class the Council will require the art of reading and writing English correctly in the several stages of reading aloud with good articulation and expression—writing from dictation—writing from memory a simple narrative—read aloud twice by the candidates—writing a letter on some probable domestic occurrence selected by the examiner.

It is not intended in this class to test the knowledge of spelling and grammar otherwise than by these exercises.

In the third class also the candidates will be required to answer arithmetical questions in the rules which commonly precede decimal fractions.

This class will also reply in writing to some questions on the geography of Great Britain, limited to the mountain chains, the watersheds, and river drainage; and the situation of the coal fields; all which will be considered as affecting the sites of the chief ports, towns, and manufactures.

In the second section of the third class the Council will require candidates to be examined only in English reading—in writing from dictation—in arithmetic as far as simple proportion—and in the geography of England.

Three hundred marks will be the sign of the highest point of excellence in the third class. No candidate will have any claim to a prize in the first section of this class who has not, at least, fifty marks for English composition, fifty marks for arithmetic, and fifty for geography. Nor in the second section who has not twenty-five marks for English reading and dictation, twenty-five marks for arithmetic, and twenty-five for geography.

No prize will be awarded to a candidate in the first section who has less than two hundred marks, nor in the second section to any candidate who has less than one hundred and twenty marks; and the prizes of the third class will be awarded to the three candidates who have the highest number of marks in the first section, and to the six candidates who have the highest number of marks in the second section.

The second class of prizes will be awarded after an examination conducted in the following manner:—

Each candidate may work any of the following exercises.

He may analyse and parse, in writing, a passage of English.

He may paraphrase a passage from verse into prose.

He may repeat, with proper expression, fifty lines from Goldsmith's "Traveller," selected by the examiner. (The whole poem must, in that case, be committed to memory.)

He may work decimal fractions, and the usual rules in the mensuration of plane surfaces and solids.

He may answer in writing questions on the geography of the British islands and empire.

He may answer questions on the simple mechanical powers (lever, wheel and axis, pulley, wedge, screw,) and the theory of heat.

The highest excellence in this class will be denoted by three hundred marks. No candidate can be successful unless he has seventy-five marks at least for the exercises on the English language.—(Parsing, paraphrasing, and recitation.)

Every successful candidate must have at least two hundred marks; but it is not necessary that the candidates should have marks on each subject; and it is recommended to candidates that they should strive for excellence in a few subjects rather than for general but shallow information in many.

The six candidates possessing the highest number of marks above two hundred will receive prizes.

In the first class any candidate may be examined orally and by written questions on Paley's "Natural Theology." He may also be in like manner examined in the History of England since the accession of Elizabeth.

He may write his thoughts on any of the following subjects, viz.:—

On the best mode of educating a boy born in this country of parents supported by manual labour, or on the best course of self-education for a young man of the

working class after leaving the daily school; or on the comparative cost in money of self-education, and of habits of self-indulgence; or on household economy, as, for example, the selection of a house as respects the healthiness of the site—its drainage—method of warming and ventilation—arrangements for the comfort and morality of the family. Also on the best modes of preventing the spread of a contagious disease in a household, and of disinfecting a house which has been visited by such a malady.

He may answer questions in algebra, or in Tate's "Mechanics."

He may answer questions on the history, theory, and construction of the steam-engine.

He may answer questions on chemistry, especially in its applications to manufactures and agriculture.

Four hundred marks will denote the highest excellence in this class.

No candidate can be successful who does not possess one hundred marks for the English exercises (*i. e.*, Paley, English history, or English composition on the subjects selected), and one hundred marks for the history, theory, and construction of the steam-engine.

The marks for chemistry will have much influence on the candidate's position in this class.

Six prizes will be distributed in this first class, but three of them will only be attainable by candidates who have more than three hundred marks. No candidate will obtain any prize in this first class who has less than two hundred and fifty marks.

Any candidate may propose to be examined in any of the above classes, in mathematics, or in any department of natural science not named, by giving notice to the examiners one month before the day of examination of the nature and extent of his acquirements in order that an examination paper may be prepared to test his knowledge. He will have credit for any marks thus gained.

The prizes in these three classes will be determined in the following manner:—

The Council recommend the directors of the several institutions to take steps to have the instruction in their evening classes regulated so as to prepare their pupils for the examination, especially by accustoming them to written exercises. They also suggest that, in the month of May 1857, a preliminary examination should be held in each institution of all pupils desirous to become candidates; and each pupil should, after such examination, be advised as to the class in which he should enter his name.

Every person desiring to become a candidate will give in his name and the class in which he wishes to compete to the secretary of his institution on or before the 1st of June 1857.

The secretary of each institution will communicate the names of the candidates and the class in which each enters for competition to Mr. Sutherland, the secretary of the Council, on or before the 7th of June 1857.

Notice will be given to every such candidate of the day and place of examination through the secretary of his institution.

The examination will be conducted by one or more impartial persons selected by the Council.

It will be partly oral, but chiefly by means of written answers to printed questions, which will be put before each candidate.

The candidates will answer these questions without any assistance from books or from each other, and will therefore write them in the presence of the examiners.

When the answers are finished they will be sealed up, and sent to some gentleman unknown to the parties, who will assign marks to each paper.

As soon as this is done the successful candidates will be declared.

The prizes will be distributed publicly.

All candidates who have one hundred and fifty marks in any class will receive certificates of merit, in which the nature and extent of their acquirements will, in each case, be accurately set forth. The chief employers of labour in the district have declared that they will attach much value to these certificates as proofs of meritorious exertion, correct life, and mental capacity in giving employment or promotion. It is therefore hoped that they will acquire by experience a distinct mercantile value, and be a means of promoting the commercial advancement of successful candidates.

The Council offer for competition on the foregoing conditions:—
In the first class—six prizes, each of five pounds in value.
In the second class—six prizes, each of four pounds in value.
In the third class—three prizes in the first section, each of three pounds in value; and in the second section—six prizes, each of one pound in value.

They will also award a medal and a special certificate to any candidate who obtains the whole of the marks required to denote the highest merit in any class.

The Council have purposely not specified skill in art in the list of subjects of examination, because they propose to award separate prizes for such skill.

These prizes will be divided as follow:—

1. Drawing of form from models and diagrams on the method published by Mr. Butler Williams.
2. Map and plan drawing for surveyors of land, &c.
3. Mechanical drawings, including machinery, tools, and working drawings of buildings, carpenters, masons work, excavations, &c.
4. Architectural drawings.
5. Industrial designs for all the trades of the district.
6. Drawings of the human figure.

Special arrangements will be made for the examination of the progress of pupils in the several schools of design, and for testing their ability; and a prize will be awarded under each of the above heads.

The day of examination will probably be fixed in the month of July or August, and a fortnight's notice at least will be given to each institution.

The examination will take place in Burnley in 1857.

(Signed) J. P. Kay Shuttleworth, President.
George Stansfeld, Vice-President.
John Sutherland, Secretary.

In accordance with the scheme developed in the foregoing circular, a second circular was issued in August 1857, fixing the day of examination for prizes, &c. The following is the circular in question.

Sir, Burnley, 3 August 1857.

The Council of the East Lancashire Union of Mechanics' and other Institutions request you to inform the committee of the Institution, and the candidates for prizes, that the examination will be conducted by Her Majesty's Inspector at the Burnley Mechanics' Institution, from nine o'clock in the morning to twelve o'clock, and from two o'clock in the afternoon to five o'clock, on Saturday the fifteenth of August next.

Coffee will be provided for the candidates in the noon interval of the examination, and again at its close.

The following extracts from the circular of 12th November 1856, require the attention of each candidate.

"Every candidate will be required to bring a certificate from the directors of "the institution with which he is connected, that he has not been educated at any "higher than an elementary school.

"No person will be permitted to compete for any of the prizes unless he produce "the following certificate of character, viz.:—'*The undersigned certify of their* "'*personal knowledge that is a man of sober, honest,* "'*and industrious habits, and attentive to the duties of his station in life.*'

"This certificate must be signed either by the directors, or the president and "vice-presidents of the institution in which the candidate belongs; or by a minister "of religion at whose place of worship he regularly attends; or by his employer."

The directors of each institution are requested to make convenient arrangements by which their candidates may be enabled to reach Burnley with certainty before nine o'clock on August fifteenth (the morning of the examination) and to return at night.

The Council have under their consideration the propriety of distributing the prizes at a public meeting in October next, and their decision will be mainly influenced by the number of the successful candidates.

Any directors who may desire to be present at the examination on the fifteenth of August are invited to attend as spectators.

At the meeting held on the 18th of July the Council received from the members present reports as to the steps which had been taken to carry into effect the suggestion made at their previous meeting, viz. :—that an itinerant teacher should be employed during the ensuing year at a salary of 120*l.* to teach on one evening in each week at each of six of the smaller institutions in the union. Two of the institutions were ready to adopt this plan, and in order to diminish the expense, 25*l.* was offered towards the first year's salary of the teacher. The expense to each of six institutions would thus be reduced to about 16*l.* You are requested again to bring this subject under the attention of your committee, and to report to the Council whether they are willing to contribute 16*l.* in order to secure the aid of a certificated teacher for one night weekly.

I am, &c.

(Signed) JOHN SUTHERLAND, *Secretary.*

To ———.

The Delegate from the ——— *Institution to the East Lancashire Union.*

In accordance with the scheme thus promulgated, I examined twenty candidates for prizes in August last. The account of the results of this examination is contained in the subjoined paper :—

EAST LANCASHIRE UNION OF MECHANICS' AND OTHER INSTITUTIONS.

At a meeting of the Council of the East Lancashire Union of Mechanics' and other Institutions, held at Burnley, on Saturday, October 10th, 1857, Sir James Kay Shuttleworth, Bart., in the chair, the following minutes were adopted :—

The president laid before the Council Mr. Kennedy's tabular report* of the marks awarded to candidates for their papers and exercises at the examination held on Saturday, the 15th of August 1857.

The council decided to award the following prizes, viz. :—In the second division of the Third Class a prize of 1*l.* to each of the following candidates :—

John Clowes Eatough, Accrington	- -	215 marks.
John Whitaker,	„ - -	190 „
William Briggs,	„ - -	180 „

In the first division of the Third Class, a prize of 2*l.* to each of the following candidates :—

James Taylor, Crawshaw Booth	- - -	215 marks.
John Lane,	„ - - -	210 „

These two candidates had, however, somewhat less than fifty marks for geography, but the Council finding that they had more than the required number of marks for arithmetic and English composition, overlook this defect on their first examination.

In the Second Class, a prize of 4*l.* to each of the following candidates :—

William Jones, Accrington	- - - -	205 marks.
Holt Holt, Habergham	- - - -	200 „
Thomas Healey, Burnley	- - - -	200 „
Also to Alfred Ashworth,	„ - - - -	200 „

though this last candidate has five marks less than are required for exercises in the English language.

The Council regret that they are not able to award the money prize to the candidate in the First Class, but as he would probably have succeeded in obtaining the requisite number of marks in the Second Class, they give him a handsome volume as an incentive to further efforts.

The Council being further desirous in this first examination to give the fullest expression to their sense of the meritorious exertions of the candidates examined :

RESOLVED :—To award gratuities in money, one-fourth of the full value, to all candidates who have four-fifths of the required number of marks, and certificates to every candidate who has two-thirds of that number.

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* *See* Tables annexed.

The candidates who have *four-fifths* of the required number of marks are; in the first division of the Third Class:—

John Dodgeon, Habergham	-	185 marks.
James Potter, „	-	185 „
Thomas Boardwell, „	-	178 „
Josiah Sutcliffe, Accrington	-	160 „

who will each receive 15*s*.

In the second class:—

Robert Kerr, Rawtenstall	-	170 marks.

who will receive twenty shillings.

The candidates who have two-thirds of the required number of marks are:—In the first division of the third class:—

John Greenwood, Habergham	-	143 marks.

In the second class:—

Alexander Whalley, Habergham	-	155 marks.
Matthew Tomlinson, Rawtenstall	-	150 „
Jonathan Bertwistle, Crawshaw-Booth	-	145 „
James O. Taylor	-	145 „

These five candidates will receive certificates.

The Council also decided to grant certificates to all the before-mentioned candidates, setting forth their respective degrees of merit.

The Council are glad to observe that these arrangements will confer a prize of greater or less value on three-fourths of the candidates who attended the examination. The principle of these arrangements must however be regarded as applying only to the first examination, and they think it expedient to declare that at future examinations the prizes will be strictly limited to the scheme published to guide the candidates. The Council request the committees to make such explanations to their respective evening classes as will leave no doubt in their minds that the prizes will in future be thus limited to such candidates as obtain the requisite number of marks.

The scheme of examination for male pupils will continue the same during the year 1857–8 as during the past year, but the Council will prepare and publish another scheme for the encouragement of female classes, and they will then announce the number of prizes offered for competition to both male and female students.

The prizes and certificates for the year 1856–7 will be distributed by the Lord Bishop of Manchester, who has consented to take the chair at a public meeting to be held for that purpose at the Mechanics' Institution, Burnley, on Wednesday the 4th of November at seven o'clock in the evening.

It is expected that at this meeting his Lordship will be supported by the Right Honorable William Cowper, M.P., Vice-President of the Committee of Council on Education; the Right Honorable Sir John Pakington, Bart., M.P.; the members for the northern division of the county; the Very Reverend the Canon Mosely, and other friends of public education.

Resolved:—That the Council place at the disposal of the institutions in union four hundred tickets for the free admission of members of classes and directors.

That reserved seats be provided for directors; seats in the body of the hall for the members of senior classes; and in the gallery for members of junior classes.

That the committees of the several institutions be requested to make arrangements by which the attendance at this public meeting of members of their evening classes may be facilitated.

That the foregoing Minutes be printed and distributed to the directors and subscribers of the several institutions in union, and the members of their evening classes.

Burnley, 21 October 1857. (Signed) JOHN SUTHERLAND,
Honorary Secretary.

THE EXAMINERS' TABULAR REPORT.

FIRST CLASS.—Highest merit, 300 Marks; Number required for Prize, 250 Marks.

One Candidate.

Name of Candidate.	Algebra, Mechanics, &c. 75*	History, 75	Steam Engine and Chemistry. 75	Composition. 75	Total Marks obtained.
Jacob Waring, Burnley	25	15	25	30	95

SECOND CLASS.—Highest merit, 300 Marks; Number required for Prize, 200 Marks.

Nine Candidates.

Names of Candidates.	Arithmetic, Mathematics, Theory of Heat. 120	Geography. 60	Grammar and Paraphrase. 60	Repetition. 60	Total Marks obtained.
William Jones, Accrington	80	45	40	40	205
Holt Holt, Habergham	55	50	35	60	200
Robert Kerr, Rawstenstall	100	30	40	—	170
Jonathan Bertwistle, Crawshaw-Booth	70	30	45	—	145
Alexander Whalley, Habergham	50	30	30	45	155
Matthew Tomlinson, Rawtenstall	65	35	50	—	150
James O. Taylor, Crawshaw-Booth	50	35	30	40	155
Thomas Healey, Burnley	90	35	40	35	200
Alfred Ashworth, Burnley	95	35	20	50	200

THIRD CLASS (FIRST DIVISION).—Highest merit, 300 Marks; Number required for Prize, 200 Marks.

Seven Candidates.

Names of Candidates.	Reading. 75	Arithmetic. 75	Essay and Dictation. 75	Geography. 75	Total Marks obtained.
Moses Greenwood, Habergham	40	35	28	40	143
John Dodgeon, Habergham	35	65	45	40	185
Thomas Boardwell, Habergham	55	55	38	30	178
James Potter, Habergham	50	40	55	40	185
James Taylor, Crawshaw-Booth	60	55	60	40	215
John Lane, Crawshaw-Booth	50	60	55	45	210
Josiah Sutcliffe, Accrington	55	35	40	30	160

THIRD CLASS (SECOND DIVISION).—Highest merit, 300 Marks; Number required for Prize, 120 Marks.

Three Candidates.

Names of Candidates.	Reading. 75	Arithmetic. 75	Dictation. 75	Geography. 75	Total Marks obtained.
John Whitaker, Accrington	40	55	60	35	190
John C. Eatough, Accrington	40	70	60	45	215
William Briggs, Accrington	35	50	55	40	180

* The numbers under the head of each column were assigned by the examiner as denoting *the highest merit* on each subject. The scheme required that a certain number of marks should be gained by each successful candidate for elementary subjects.

The public meeting referred to in the preceding paper was duly held on the 4th of November 1857 in the large hall of the Burnley Mechanics' Institution, which was completely filled.

After the Lord Bishop of Manchester, who took the Chair, had addressed the candidates and distributed the prizes, Lieutenant-Colonel Townley, high sheriff of Lancashire, moved, and Sir. J. P. Kay Shuttleworth, Bart., seconded, the following resolution:—"That from eight to thirteen years of age children employed in mills spend only half their time in school, and at thirteen leave the day school for mill work."

"That children on whom the half-time system is not obligatory by law commonly are much less regular in their attendance at school than the half-time scholars, and, for the most part, leave school at an earlier age than thirteen."

"That it is desirable to induce the scholars of day schools to continue their education by attendance on evening classes when they leave the day schools, and to enter mechanics' and literary institutions when they are of ripe age for instruction."

Afterwards, Lord Cavendish, M.P., moved, and Lieutenant-Colonel Wilson Patten, M.P., seconded, the subjoined resolution:—"That by means of an impartial examination the proficiency of the pupils of such institutions will be tested, and proofs given of persevering application and ability, which will be accurately defined in certificates to be awarded by the examiners of the East Lancashire Union to all who can produce testimonials of respectability."

The Right Hon. William Cowper, M.P., moved, and the Rev. W. J. Kennedy, Her Majesty's Inspector of Schools, seconded, the third resolution:—"That such attendance on evening schools or mutual instruction societies, and on mechanics' and literary institutions, is a sign of a regular and correct life—a means of mental and moral improvement, and of preparation for all the duties of life."

And lastly, the Right Hon. Sir John Pakington, Bart., M.P., moved, and George Stansfeld, Esq., seconded, the following resolution, viz.:—"That to encourage young persons who give proof of a sober and thoughtful life by attending evening classes, and especially such of them as may, by ability and perseverance, gain prizes and certificates, it is important that employers of labour should pay great respect to such certificates in selecting young persons for employment and promotion; and that such deserving men have a strong claim to be nominated to compete for offices in the Excise, Customs, Inland Revenue, Post Office, and other departments, irrespective of selection by means of parliamentary patronage."

These resolutions were all carried unanimously.

I will only add that this scheme is now in full and active operation. The services of several teachers have been engaged to carry on the schools in this Union, who receive 10*l.* a year each from the Committee of Council in addition to their salaries from the Union. And, in addition, a very able certificated and scientific master, Mr. Clement, has been engaged to organize and superintend all the institutions in union and to give lectures to them periodically. He is to receive the augmentation upon his certificate.

This may be regarded as the most important move in connexion with evening instruction which has yet taken place. I do not allow myself to doubt but that the evening schools and the annual examinations of the scholars and the award of prizes must succeed in doing very much good. The propriety of attempting to induce employers of labour to give a preference to those who obtain the prizes is perhaps doubtful.

Appendix C.

Rev. and dear Sir, St. Luke's, Heywood, 14 Dec. 1857.

We are on the eve of another change in our evening classes, as both of my present assistants have gone to try for Queen's scholarships.

Instead of engaging other two ex-pupil-teachers in their stead, we propose to engage *four* steady, studious young men, who have received the rudiments

of the education they possess in the day school, and are now active and efficient teachers in the Sunday school, where they show such a natural aptitude for the work of teaching as induces me to think that, with some little labour on my part, they may be rendered very efficient assistants in the labour of teaching the evening classes.

They are young *men* with whom I have been in contact, as a teacher, on and off, for the last thirteen years, and I beg to assure you that their attainments in English grammar, history, and the mathematics would not disgrace a pupil-teacher in his last year of apprenticeship. In this last subject they are superior to the generality of pupil-teachers, for long before the present evening classes sprung into existence they were connected with a mathematical class in the Heywood Mechanics' Institution, of which I was the teacher for several years. They are altogether exemplary in their general conduct and behaviour, and are regular communicants at church. One of them is married, and they are all above 21 years of age.

I presume you will agree with me in thinking that the great majority of pupil-teachers at the conclusion of their apprenticeship are all too young, too inexperienced, and too wanting in solid common sense to become really efficient teachers of ignorant unruly adults, whose management requires more prudence and judgment than pupil-teachers or assistant-teachers ordinarily possess.

I find the work of teaching an evening school much more fatiguing than day school duty, and in consequence of the tired and wearied physical powers of the pupils, bodily strength and mental activity are all the more necessary on the part of the teachers.

In my own case, before I became a National schoolmaster, I was a shuttle-maker, and was employed by the Directors of the Heywood Mechanics' Institution in teaching the mathematics to their evening classes, which I did with such success as was, perhaps, the cause of inducing the former incumbent of this parish to offer me the situation I now hold, and in which I have laboured for the last twelve years; and I can truly say that my present daily duties, as a schoolmaster, are a much greater drawback upon my efficiency as an evening-class teacher than my manual labours as a shuttle-maker used to be. From my own personal experience in the matter I am convinced that it is possible to supply the wants of evening schools, so far as teachers are concerned, much more satisfactorily from the great body of Sunday-school teachers than from any other available source. All that is wanted is Government sanction and support. With this it would be perfectly easy to enlist into the service of evening school instruction a body of intelligent artizans, who, with the assistance of the National schoolmaster, would soon rival, and in some important respects far surpass, the present body of pupil-teachers and assistant-masters,—*men* who would regard the active duties of teaching more as *recreation* than as *work*.

With a staff of assistants such as I could obtain, I think I could surprise you by the results of evening-school instruction here; and if the plan were to be generally acted upon, you would find the cause of education greatly benefited thereby throughout the county, for Lancashire has a large body of Sunday-school teachers within it, who would seize the opportunity of such employment with eagerness.

Faithfully yours, &c.

The Rev. W. J. Kennedy, M.A.,
Her Majesty's Inspector of Schools.

(Signed) T. WOLSTENHOLME.

APPENDIX D.

MEMORANDUM.

That Matthew Brougham of the city of Manchester, builder, hereby agrees with George Mattinson of the same place, commercial clerk, acting on behalf of the Committee of Management, for the time being, of the Manchester Saint John's National School, that, in consideration of his daughter, Fanny Brougham, having been received into the said school as a pupil-teacher, and having been apprenticed to one of the mistresses thereof, he, the said Matthew Brougham, with the full consent of the said Fanny Brougham, shall and will, during the period of the said apprenticeship, set aside so much of the annual stipend which she may, as such pupil-teacher, be entitled to receive from the Committee of Council on Education as shall exceed the yearly sum of ten pounds, which sum of ten pounds he, the said Matthew Brougham, may retain to enable him to fulfil the covenant for her maintenance entered into by him in the indenture of the said Fanny Brougham's apprenticeship, bearing date the first day of February One thousand eight hundred and fifty-six; and that the surplus of the said stipend, over and above the said annual sum of ten pounds, shall every year, on receipt thereof, be immediately placed by him, the said Matthew Brougham, in the Manchester and Salford Bank for savings in the name of the said Fanny Brougham, there to accrue at interest for her sole use and benefit; and shall and will, at the expiration of the apprenticeship, devote the sum so accumulated (or so much thereof as shall be necessary) for the purpose of enabling her to enter the training school at the close of her apprenticeship, in order to be further instructed in the business of a schoolmistress, and for her maintenance during the time she remains at such training school. Provided always that the bankers' or pass book containing such said sums as shall have been placed to the credit of the said Fanny Brougham in the said Manchester and Salford Bank for savings shall at all times be open to the inspection of the said Committee of Management. Dated this first day of February One thousand eight hundred and fifty-six.

(Signed) MATTHEW BROUGHAM.

Witness,
(Signed) John Mattinson.

GENERAL REPORT, *for the Year* 1857, *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* CHESTER, SALOP, *and* STAFFORD, *by Her Majesty's Inspector of Schools, the* Rev. J. P. NORRIS, M.A., Fellow of Trinity College, Cambridge, &c.

MY LORDS, Stafford, January 1858.

THE question among the friends of education used to be, "How can we increase the number of our schools and "improve the qualifications of our teachers?" This question has been satisfactorily answered by your Lordships' measures. Another problem is now before us,—"Having the schools, and "having the teachers, how can we induce the children to "attend more regularly, and to stay for a longer period?" I propose in this report to notice some of the ways in which the teachers and managers of the schools under my inspection are endeavouring to give a practical answer to this second question.

Children's attendance our great difficulty.

My remarks will be arranged under the following heads:—

1. The lessons taught in our schools.
2. Subsidiary means of making schools attractive.
3. Half-time schemes.
4. Evening schools.
5. *Secondary* schools in connexion with *primary* schools.

I.—SCHOOL INSTRUCTION.

Under this first head, though much still remains to be done, I have to report on the whole a satisfactory improvement in the schools of my district. The lessons have a more practical bearing on the work of life than they used to have in the earlier years of the pupil-teacher system. Teachers are asking themselves, more seriously than heretofore, "What do the people really want?" I find the junior classes more rigorously confined to the elementary subjects. The best teachers are giving closer attention to the penmanship, reading, and arithmetic of the younger children. In the elder classes, geography and grammar are sinking into their proper place as subordinate to the reading lesson; and more prominence is given to mensuration, book-keeping, and the like, for boys, and to needlework, for girls. In rural schools I am frequently asked to examine the elder boys in the elements of natural philosophy as exemplified in the "common things" around them; and in the northern towns of my district I find the teachers and clergy giving simple lessons to the elder boys on

money matters and the doctrine of wages. This adaptation of the instruction to the locality is most important. I am not without hope that before long in school instruction, as in other things, the *supply* will come to be regulated by the *demand;* and with a view to this, the parents may perhaps be admitted to have more voice in the management of our schools. Hitherto this has been almost impossible. The parents being, for the most part, themselves uneducated, we have been obliged to think for them. What wonder if we blundered at first? We thought we were doing best for their children in giving them a little of the same sort of instruction that we had ourselves received,—a little mathematics, a little grammar, a smattering of history and geography. This is what we have been doing, and what has been the result? Employers of labour do not value children more for having been at school; and therefore the parents do not care to send them.

Now we must look these facts in the face. If our instruction has been to some extent of a mistaken kind, the sooner we confess the fault and try to amend it the better.

If the purpose of education be to *make the most* of a child,—if, in order to make the most of a child, we must teach him to double the talent that God has given,—if that talent be not the same for all, but for some *muscular strength*, for others *skill*, for others *intellect*,—then it would seem to be a most unwise thing to aim chiefly at intellectual culture for all children. A wiser course would be to let our education be of three kinds, adapted severally to the three groups of children with which we have to do. For those whose lot will be unskilled labour in after-life, *physical training* in the way of industrial work would seem to be of paramount importance For those who are to be skilled workmen or artisans, cultivation of *skill* ought to receive prominent attention. While for those who will have to work chiefly with the brain, *intellectual* culture rightly occupies the first place.

Now, to a considerable extent, certainly up to ten years of age, and in some measure afterwards, all these three branches of education should be pursued together. Some physical training is necessary in all schools for the sake of health; skill in some of the common arts of life (such as penmanship or needlework) is likewise necessary; and, to a certain extent, intellectual culture is indispensable for all children to give them a rational understanding of their duty. A scheme of education that entirely omitted any one of the three ought to be considered imperfect. The only question is about their relative importance for different classes of children.

After the tenth or eleventh year the child begins to form habits and acquire notions which are likely to cling to him in

after-life; and I would ask whether we are doing wisely in accustoming those who will have to get their living by manual labour to go on, up to their thirteenth or fourteenth year, with the notion that their main business is *intellectual culture*. Hitherto intellectual culture has monopolized our chief attention in nearly all schools. I want to see this monopoly destroyed. The really important thing in education is the formation of a virtuous and religious character; and this may be carried on in an industrial school just as well as in a school of purely intellectual instruction.

If I were organizing a primary school, I would endeavour to give a practical interpretation to these notions in the following way.—For the younger classes I should desire to make no change in the present system. For children above ten or eleven years of age I should wish the first hour of the day to be given to moral and religious instruction. Three or four of the best hours of the day should then be given to industrial work; needlework and housewifery for the girls, and spade husbandry or some more skilled labour for the boys, according to the locality. And to ensure this industrial work being a real business and not a plaything, I would have it in some sort a commercial adventure on the part of the teacher, and carried on so as to be remunerative to the elder children, as well as to himself. The remaining hour or two of the day should be given to book-work, which would thus come to occupy the same position at school that we wish it to occupy in after-life,—a recreation after toil. If this were so, I am inclined think that we should hear less than we do now of books being entirely laid aside when children leave school.

For the few elder boys who in each school might be marked out either by their parents' wish or by their liveliness of parts for *head work* in after-life, I would have a select class of higher instruction carried on while the rest were at their industrial work. In the subsequent part of my report, when I come to speak of *half-time schemes* and *secondary schools*, I shall have some further suggestions to offer on this subject.

I must now pass on to my second subject.

II.—The subsidiary Means of making our Schools attractive.

And here I would beg to refer those who are practically interested in the subject to a pamphlet of essays "On the "the most effectual means of securing the regular attendance "of children at school up to a more advanced age."* They

* Published by Messrs. Wright, Stafford.

were written for me by some of the schoolmasters of South Staffordshire who had been especially successful in this respect in a district that presented greater difficulties, perhaps, than any other in these three counties.

The following are some of their principal suggestions:—

1. To have regard to the future trade or calling of a boy in giving him his lessons, and with this view, to introduce a few extra lessons on book-keeping, machine drawing, mensuration, commercial correspondence, or the like, in the first class, or as home tasks.

2. To stimulate the boys by periodical examinations, classification according to a scheme of marks, and certain privileges in the upper part of the school.

3. To attach them to the school by cricket clubs, bands of music, Saturday excursions, allotment gardens, flower and vegetable shows, &c.

4. To engage the interest of the parents by an occasional address at a tea party or school concert, by tracts or lectures on education, by constant visiting, and periodical reports of the progress of individual children.

5. To institute penny banks, clothing clubs, lending libraries, &c. in connexion with the school.

III.—Half-time Schemes.

Acton.

Acton school continues to furnish the most successful example of an agricultural half-time scheme in my district. I have described it so fully in previous reports that I need add but little.

My friend Mr. Allen, the master, writes to me,—

"You will be pleased to hear that our half-time scheme continues to prosper. I hope the enclosed table is the sort of report you wished for. I am convinced that if the results of industrial training were better known, it would be more generally adopted. The boy Allman was one of our half-time boys, and several others who have left us are doing equally well. The boys Joseph and Samuel Boughey, whom I dare say you remember, are now worth 40*l.* in farming stock, the fruit of their own industry, the first sheep having been purchased with the produce of their basket-making when at school. By the way, our basket-making has quite given way to *netting*, which pays the boys better, as they receive 2*s.* for each net, which they can complete in three half-days.

"I have several letters asking for our plan of industrial work, so that I hope the system is likely to be adopted in some other places. I know of no reason why it should not be, except the great additional labour given to the teacher by the training of the boys, for which the sum allowed by the Privy Council is not sufficient emuneration.

6	Boys	work for	Mrs. T. all the year, gardening, age 10 to 15.
8	„	„	„ from June to September, in the farm, age 10 to 15.
2	„	„	Mr. M. from June to Christmas, farm, age 10 to 15.
10	„	„	Mr. L. from April to Christmas, garden and farm, age 10 to 15.
1	„	„	Mr. D. all the year, farm, age 12.
1	„	„	Mr. C. from April to September, farm, age 11.
22	„	„	Mr. Allen all the year, school field gardens, age 10 to 13."

All, excepting these last, who are employed on the school ground under the master's supervision, and are supposed to be *learning* to work, receive regular wages, at the rate of 3*d.* for the half-day.

Thus, out of a school of 120 boys, sixty are more or less employed for the half of each day in agricultural labour. Their employers, with whom I have conversed on the subject, tell me it quite answers, and give the boys an excellent character. They say it certainly would not answer to employ them unless they had received a previous training under Mr. Allen in the school garden.

One of the boys says—

"I work every morning at Mr. Dutton's, Brindley. In winter, I help to mixen, bed, and fodder the cows; in spring, I drive plough, drop potatoes, pick them, and cart them home; in summer, I make hay and cart it home. I take provisions to the workmen."

Mr. Bignell, Mrs. Tomkinson's gardener, has given me a complete journal of the boys' work in the garden for the whole year. He adds:—

"I am perfectly satisfied with the boys' work, and have no doubt that it will be of great service to them. If they take notice while with me, it will enable them, when they grow up, to cultivate small gardens themselves."

The other half-time schemes which I have to bring under your Lordships' attention are at ROSTHERNE, TARPORLEY, ELLESMERE, and TEDDESLEY.

Mr. Blackburne, the vicar of Rostherne, writes to me:— Rostherne.

Rostherne Vicarage, Knutsford, 19 December 1857.

"In answer to your inquiries about the half-time scheme at work in the Rostherne boys' school, I beg to say that the system was started by desire of Mr. Egerton, of Tatton Park, who is the principal supporter of the school. He was grieved to see at what an early age the boys were taken from school, and he was determined to try if he could hold out an inducement to the parents to leave their boys for a longer time under school influence; accordingly he offered to employ a certain number of boys on his farm, paying them full wages (4*s.* a week) on condition that they went to school one half the day, and to work the other. He stipulated that no boy was to be employed under twelve years of age, or who did not bear a satisfactory character at school, both for good conduct and regular attendance, and that each boy was to pay the regular school fee. The number now employed by Mr. Egerton, on these terms, is eight, four of whom are at work while the other four are at school. The four who work in the mornings one week, work in the afternoons the next week, so that all have equal advantages. If they absent themselves from school without leave, the wages are reduced at the end of the week, just as they would be if they stayed away from work. The boys are employed in the usual occupations of farm labourers, under the supervision of an experienced workman. As regards the effects of the scheme, as far as I can judge from nearly two years' experience, I have no hesitation in pronouncing them good. Mr. Egerton is satisfied with the boys' work in the fields, and I am satisfied with their improvement in school. With respect to the master (Mr. Hodgkinson), he is decidedly of opinion that the system works well, and has a very good effect upon the whole school. It is an encouragement to good attendance, and an incentive to industry, since first-class boys only are eligible, while the presence of the more advanced scholars, whom the half-time plan retains, affords examples of a higher standard of attainments for the junior boys to aim at. The master says, moreover, that he finds no difficulty whatever in carrying out the system, and has hitherto found that the boys have not lost ground in consequence

of only having half-time at school. In proof of this, I may state that last Christmas, when we gave our first class their usual written examination on the subjects they had been taught in the preceding half-year, one of the half-time boys gained the same number of marks as one of the full-time lads, so that they shared the honour of being head of the school. With the parents the scheme is decidedly popular; they are very glad to have the wages coming in every week; and even those who cannot fully appreciate the importance of additional "book-learning" (as they call it), can understand the advantage which their sons derive from being taught to work in the fields. The boys themselves like the plan very much; the half-day's work makes them appreciate school more than they ever did before, while at the same time it does not overtask their strength, but gradually accustoms them to work for their own support.

"For myself, I value the half-time system as a means whereby the boys are kept longer under the influence of school training and religious instruction, while it disarms even very poor parents of the excuse 'that they cannot afford to send their boys to school' after they are twelve years old. The improvement that the system has produced in the regularity of the boys' attendance is very marked, and we now have amongst our 'half-timers' some of the best and most intelligent of our scholars, most of whom, but for this system, would long since have been removed from school influence altogether. Such is the outline of our half-time system here; it has nothing new or striking to recommend it, but I believe it is a step in the right direction, and calculated to be beneficial to the district. I feel most grateful to Mr. Egerton for employing the boys, for we cannot (at present at all events) expect the farmers in general to pay boys full wages for half a day's work,* and I am most sanguine that wherever the experiment is tried, it will not fail to do much good for the cause of education. I may, perhaps, add, that we have this year received capitation grants on behalf of all our half-timers."

Tarporley.

At Tarporley, the managers allow each boy or girl above a certain age to be absent two days in the week, provided that this time is spent in industrial work. The boys, for the most part, are employed to this extent in the school garden, and occasionally by neighbouring employers; the girls in washing, cleaning, or nursing at home. A most accurate register is kept of all the time so employed.

Mr. Statham, the rector, writes to me:—

"In adapting the short time attendance to the Tarporley school, the managers were desirous of adhering to their original rule, which requires that every child should actually be in school at the rate of not less than three days a week throughout the quarter; it being supposed that allowance would thus be afforded for prolonged absence under particular circumstances, provided the lost time should be subsequently made up. Accordingly, we proposed, in our correspondence with the Committee of Council on Education, preparatory to the commencement of the plan on the 1st of October 1856, that as the full time capitation return was fixed at 192 days — 16 days for casualties = 176, our scholars above ten years of age should be allowed industrial absence at the rate of two days a-week, if properly accounted for, on condition that their school attendance exhibited an average of the other three days a week; and we calculated that the three days' attendance on 48 weeks would be 144 days — 16 days for casualties = 128; and that the industrial absence at two days a week would be 96 days; so that the total number of days to be accounted for in the whole year would be 128 + 96 = 224.

"Although the short time attendance, as explained above, and carried into effect under the sanction of the Committee of Council from the 1st of October 1856, has been hitherto experimental, we are all satisfied that the plan works well; that the whole time is fairly, and for the most part honestly, accounted for; that the children are beginning to understand that time is a 'talent' granted for their use, and not to be abused. The very business connected with the system imparts to the children some notion of individuality; while the combination of instruction and industry

* I believe that this high payment is neither necessary nor desirable.—J. P. N.

strengthens the school connexion, and is likely to retain the children somewhat longer under our charge.

"Allow me to add that the industrial department is extremely popular with the boys. The capitation allowance granted by their Lordships under this head has been laid out as a bonus among fourteen who were qualified to enjoy special privileges, and the labourer who superintended them. We have imparted to the boys some idea of the decencies of life, by making up their kit to four pair of woollen stockings, four shirts, strong fustian trousers, and velveteen jackets and waistcoats—a measure which has been thankfully acknowledged by the parents, and which is likely to stimulate the children in their exertions."

At Ellesmere, in Shropshire, the school is small, and only three of the boys are at present old enough for the half-time scheme. They work three hours a-day on some ground belonging to the vicar. I am glad to learn that, with the promised co-operation of a neighbouring agriculturist, the class is to be increased to twelve in the ensuing year.

Mr. Day, the vicar of Ellesmere, writes to me:—

"Ellesmere Vicarage, 21 Dec. 1857.

"I am sorry I have been obliged to delay till to-day sending you a short account of the working of my very small agricultural class. I have kept it going for two years, but with only three boys and a superintendent; and the result of this last year's profit and loss I enclose you a summary of. There cannot be a doubt about the good effect which the system has upon the boys who work in this class. They progress in school nearly, if not quite, as well as though they had no loss of school time (for which paradox many good reasons may be given). Then, again, from continuing under supervision, they become more humanised and better mannered, and certainly would present a strong contrast to the clownish dolts of their own age who present themselves for hiring each Christmas time. Indeed, I believe this two years' additional education lifts them over the most dangerous part of their lives, and gives them not only a moral superiority over other lads who have not had the same advantage, but also makes them much more generally useful as servants when they leave. The parents, too, like the system, and I have no doubt the good which the lads receive from continued schooling and supervision is to some extent of good influence at home.

"The difficulty about these classes is to make them pay. You will perceive that in my instance the loss must be considerable, for there is no account at all of the supervisor's stipend. Now, every class, however small, requires an overlooker, and I find I cannot manage this at a less cost than 12*s.* a-week, about four times the amount of the balance (*to profit*) in the account I have sent you; but then the same overlooker could as easily take charge of twelve or sixteen as three; and if the whole plan were enlarged to this extent, I have no doubt the balance would be satisfactory."

Teddesley.

The Teddesley Farm School was continued with the best results during last summer. I visited it several times, and was glad to hear testimony on all hands borne to the improved behaviour and quickened intelligence of the boys. The class numbers from twenty-six to thirty boys, from eleven to fifteen years of age. They receive instruction from six to eight o'clock each morning in a spare room in the farmyard. Lord Hatherton tells me that he sees only one serious objection to the plan, and that is, the difficulty of dispensing with the boys' services just when the men need them most—when they are driving the teams afield. If this difficulty could be met (and I think it may), the plan would answer as well commer-

cially as it does educationally; for the boys' increased steadiness and diligence in the field more than compensate for the curtailment of their hours of labour.

Difficulties attending half-time schemes.

The following letter from the rector of a country parish is instructive, as showing some of the minor difficulties that hinder the adoption of the half-time scheme:—

"I fear I cannot help you much about half-time schemes. I have made the attempt, but without permanent success. Perhaps I had better give a history of the matter. In the autumn, Lord ——— having taken into his own hands one of the largest of the farms, and committed it to the management of one of his tenants, whose farm was also large, it seemed to me that it would be a good opportunity to try what could be done to further a half-time scheme. I said to myself, 'Here is a farmer, one of our school managers, who has the supervision of nearly 900 acres, surely, therefore, he can find regular work for a class of boys.' So I went to him, and he at once agreed to try. Our master talked the thing over to the boys, and I quite hoped that the thing would have been managed. But, first of all, the farmer was not ready for the boys; then the biggest of the boys got employment elsewhere; and then, when the farmer said he was ready for the boys, some of them were elsewhere, and some of them did not like the walk (for the two farms in question are at least two miles from the school); and thus the thing fell through. I am sure that the great difficulty will be with the farmers. As a class, they seldom look forward; and if only they can get boys when they want them, they care not whether they are of an age when they ought to be at school. Besides, so much depends on the weather and the work to be done. At one time of the year, for a few weeks, a farmer can do with many boys; at another he wants none. If you will engage to send him the boys, and thus save him all trouble, you will succeed. By degrees, perhaps, more may be done. As the class of farmers improves, and sees the advantage of education to their labourers, you will have a better chance; but I could find you farmers who think that education (in *their* sense of the word, *i.e.*, the three "Rs") only spoils their labourers, and makes them more conceited. There is no question that the labouring classes (at least in districts like this) are more independent than they used to be, and the farmers lay all the blame to education. Besides, there is another difficulty to be surmounted. You cannot work your half-timers in school with your whole-timers, and therefore you must have a distinct class of half-timers, which would be almost impossible, unless you had at least twenty lads under this system, ten being always at school. I quite agree with you that the half-time plan *ought* to answer; and it would answer if all would but try; but there's the rub. However, don't suppose that I am desponding. I intend, please God, to make the attempt again. Meanwhile I talk about the thing, and I hope soon to get Lord ——— to come over and see whether we cannot get the farmers into the humour. Observe, they don't *oppose*, but you can't get them to take the trouble.'

I have given this letter at length, because it states very fairly what has happened in very many rural parishes where the thing has been attempted without success. There are some other minor difficulties which I have learned from conversations which I have had with practical men on the subject. For instance, one farmer, who was well disposed to try the scheme, stipulated that he should have the boys alternate *weeks* instead of alternate *days*. His reason was that it was the custom for the men under whom the boys worked to give them their directions overnight for the ensuing day, and this of course could not be done with daily relays. In another conversation I discovered a second reason for preferring alternate weeks to alternate days or half-days. A labouring boy's linen is changed once in the week, and his shoes

are cleaned once in the week. After being in the field all Monday, his clothes are thoroughly soiled, and would be unfit for school on Tuesday. If he is to go to school alternate days, he must have his two suits in constant use, and the washing arrangement would be a great difficulty; whereas, if he were to go one week to school and another week to work, the weekly cleaning of clothes might go on as usual. Another expression has been used which I can well understand,—"If a "lad came alternate days, he would never get his hand in." Hints of this sort seem to me peculiarly instructive, showing how essential it is that in each case where the experiment is tried there should be some one man arranging and directing it who thoroughly understands the agricultural system of that neighbourhood. The secret of the success which has attended the scheme at Acton is that the schoolmaster himself has a practical knowledge of farming matters. The cause of failure in many instances has been that neither schoolmaster nor clergyman was really conversant with the requirements of farmwork. And this leads me to the suggestions which I have to offer to those who wish to try the experiment. We have seen that it is vain to expect the farmers to begin the thing. We have seen that if it is begun, and shown to answer, by any one employer of the neighbourhood, they will by degrees take it up. We have seen, too, that the boys must have some previous training in the use of their tools. And we have seen, lastly, that it is essential that the director of the scheme should be practically conversant with farming matters.

How these difficulties may be met.

Now, unless our mode of training schoolmasters for country places be much altered, there is little chance of the principal teacher being able to undertake the thing himself, as Mr. Allen does at Acton; and even if he were competent to do so, the demand on his time would be very great. I would propose, therefore, that in a country school large enough to make it worth while to form a half-time class, a steady skilled labourer should be engaged as agricultural superintendent. A garden of half an acre should be given him, and he should have command of the labour of all the boys above ten years old during three hours of each day, provided that he could gain their parents' consent. To the parents he might hold out two sorts of inducement: first, an occasional *bonus* to the boy out of the proceeds of the garden; and, second, the prospect of being admitted into the field-class after a year's training in the garden. This field-class should consist of the most able-bodied of the half-timers, being at least eleven years old, and having, therefore, had a year's training in the garden.

Having formed this class, he should *farm* their labour; I mean that he should guarantee them regular wages, say 1*s.* or 1*s.* 6*d.* a-week, letting out their services to the neighbouring employers whenever he could, at the best terms he could make, and in slack times, when they were not wanted in the field, employing them himself in garden work, making nets, carpentry, or the like. It must of course be stipulated that the boys shall attend the school half-time (alternate weeks, or days, or half-days), and that the school managers shall have a veto on any part of his arrangements of which they may disapprove.

It will be observed that I make the plan more or less a *speculation* to the superintendent. This I hold to be essential. Many of our attempts at industrial training have failed simply because they were imitations of real work, and not the real work itself. The boys felt that they were only playing at work after all. Then, again, in a man of this class, the possibility of increasing his own profits would be a most desirable stimulus to his industry and test of his efficiency. I do not propose that he should be entirely dependent on the profits of the scheme for his remuneration. The managers of the school should guarantee a salary of at least 25*l.* a year to him. Towards this your Lordships might, under existing Minutes, make a large contribution. The Minute of 1846, relating to day schools of industry, would authorize a grant of 5*s.* a-head on all the half-timers; and the Capitation Minute of 29th April 1854 would authorize 6*s.* a-head also. Thus, if the plan worked steadily, the managers might expect 11*s.* a-head on all the boys so employed, towards the payment of the superintendent, besides half the rent of the garden and grants towards the expense of tools. Where such a superintendent had shown decided efficiency and success, I should propose that one of his class should be apprenticed to him, or, still better, that he should have an extra gratuity from your Lordships for giving special instruction in practical agriculture to one of the schoolmaster's pupil-teachers.

The ignorance of agriculture, and indeed of nearly all matters connected with country life, betrayed by the young teachers that now come from our training schools, is deeply to be regretted. No book knowledge of chemistry or of the theory of agriculture compensates for the want of familiarity with the actual routine of farm or garden work.

I will here conclude what I have to say on this subject. I am persuaded that the half-time scheme has seldom, if ever as yet, been fairly tried, and I am not without hope that it may be the means eventually of retaining children at our schools till fourteen years old in country places.

IV.—Evening Schools.

Evening schools better adapted to towns than half-time schemes.

I now come, in the proposed order of my report, to the means which in town schools are found most effectual towards keeping up the connexion between labouring children and their schools. Half-time schemes have been partially tried here and there in towns, but not on such a scale as to enable me to make any definite report. It was attempted in the schools connected with Messrs. Chance's glass-works seven or eight years ago, and was given up. The master of the Madeley school, in Shropshire, informs me that he has induced three or four boys, who are employed half their time by provision dealers, to attend school the rest of their time, instead of idling about the streets; and the master of the Wordsley school, near Stourbridge, tells me that he has four boys attending his school during the first half of each week who are employed the rest of their time in the glass manufacture. He adds, "These boys evidently take more pains and delight "in their work, and show more vigour and intellectual energy, "than those who attend the whole week." In a former report I detailed some attempts to introduce the plan into the shoemaking towns.

But I am unable to point to any instance in which a voluntary half-time scheme has been adopted with any permanent success in connexion with a town school. The reason clearly is, that the closer competition of town industry makes it almost impossible for *any* employers to adopt it unless *all* were to adopt it; unless, in other words, it were to be required by the Legislature, as in the case of the textile manufacturers. Until, therefore, the factory laws are extended to other sorts of town industry, our hope must lie in the *Evening School.*

In the face of much difficulty and discouragement, the extension of evening schools in my district during the last few years has been most satisfactory. There are, I believe, about fifty now in operation, all in towns. Of thirty of these I have reports before me. I propose to extract from them such information as may be useful to those who are practically engaged in the work, and may at the same time serve as the basis for certain suggestions which I wish to submit to your Lordships, with a view to the further encouragement of this sort of school.

Congleton night school.

Congleton, St. James'.—The first district created under Sir Robert Peel's Act. People employed in silk mills. The night school has been *eleven years in operation,* and is one of the best in my district. For some years it was under a most efficient assistant teacher (Minute of July 1852). When he left, the clergyman (Rev. J. Wilson), failing to find another asssistant teacher under the old Minute, and preferring an older man, appointed a silk-weaver under the later Minute. The man was a stranger to the place, and found difficulty in obtaining employment during the daytime. The 10*l.* which he received under the Minute of March, 1855 was of course insufficient to eke out his means, and he is leaving. Mr.

Wilson has the greatest possible difficulty in finding a suitable successor. Of the success of this evening school Mr. Wilson says:—

"Numbers of boys who have been scholars in it are now grown up and are filling respectable places as clerks, upper servants in factories, &c. I can distinctly state that I know the night school has been the means of raising not a few from the low and degraded state in which the parents and elder brothers were content to remain. I now find myself surrounded by a considerable number of young men who are intelligent, well-behaved, and vastly superior to what 'factory lads' used to be. I may mention also that I readily recruit my staff of Sunday-school teachers from amongst the most promising of the night scholars."

The subjects of instruction are occasional Scripture lessons; but not every evening, as nearly all the night scholars attend the Sunday school, in which a class of them are now reading the "Pilgrim's Progress." Reading and writing form an important part of their evening lessons; once or twice a-week geography and grammar; but by their own choice, the chief portion of their time is given to arithmetic, in which they appeared at the last inspection well advanced. Mr. Wilson adds,—"Some of them are really good singers, and I think they are all the better lads for having had this talent cultivated. A relation of mine (an attorney) has taken great pains with them, and *none* of the musicians have gone wrong in moral conduct. The old piano, to which the more proficient have access, jingles away, and it is wonderful how soon and how much they learn on it. The young men's musical class has lately developed into a brass band, of which I consider the old piano the parent. A subscription for this purpose was started; the youths themselves gave 5*l.*, and, though we are not a rich people, but just now very poor, 13*l.* more was kindly added to it by friends. The teacher *must* be a clever, energetic fellow, and a really superior man, or else he will never do for a town like this. But with only 10*l.* to add to the pence, I almost despair of engaging such a man."

Hurdsfield. There are three other night schools for youths employed in silk factories, conducted by teachers appointed under the Minute of March 1855. All three teachers were brought up in silk factories themselves; one is at Buglawton, another at Hurdsfield, and the third at Macclesfield. The Hurdsfield teacher, Mr. Moss, is employed in the daytime as a Scripture reader; his school meets four times a week all the year round; the average attendance last year was 27, and the amount of the fees 10*l.* 6*s.* 8*d.*, showing a satisfactory increase as compared with the preceding year. The instruction is confined to reading, writing, arithmetic, and English grammar. Out of 48 on the register, only 21 have attended a day school. As the Congleton school clearly owes its success to the indefatigable interest taken in it by Mr. and Mrs. Wilson, so this Hurdsfield school owes its measure of success to the fact that the teacher has for years been known and valued in the parish as a Scripture reader.

Shelton, Earl Granville's school. I now come to a school which has neither of these advantages, but which has the compensating advantage of being placed under the care of a trained teacher, liberally paid by the managers, in addition to the 10*l.* a year which he receives under the Minute of 1855. It is in connexion with Lord Granville's ironworks at Shelton, in the Potteries. It has been three years in operation; the following has been the attendance in each year:—

1855,	on books	*46*;	highest average	18;	average age	16·37.
1856,	„	34	„	22	„	14·7.
1857,	„	60	„	34	„	14·15.

Instruction.—Reading the Bible, Irish third book, "Robinson Crusoe," in first class, easier books in second and third classes; two-thirds write in copy-books; arithmetic, first four rules, simple and compound; all learn to draw on slates, two on paper. The school meets five nights in the week; the fee is 3*d.* for those who are employed in the works, and 4*d.* for others. The great difference between the number on the books and the number in average attendance is accounted for by the fact that many of them are day-workers one week, and night-workers another week, at the forge.

The teacher, Mr. Trevarthen, writes to me:—

"Generally speaking, they may be said to appreciate the instruction they receive; perhaps it is because many of them have to pay the school fee out of their own money, an arrangement which I think prompts them to some extent to regularity in attendance, and which the parents find to answer well with them. Those of the parents whom I can best judge of seem anxious for the education of their sons, and value the school as a means of employing the long winter evenings better than would be the case elsewhere." In summer the average attendance drops to 9 or 10 There are at present 21 boys of 13 years and under; nine night scholars have been formerly day scholars. One, and perhaps the greatest difficulty, lies in the fluctuating character of the population; during the year 1857 there were 75 admissions, and yet the highest number present was only 41.

With this evening school may be grouped two others, one at the Messrs. Bagnall's works, West Bromwich, the other at Grappenhall; both are efficiently conducted by trained teachers, liberally paid by the managers.

I now come to evening schools under assistant teachers appointed under the Minute of July 1852, that is, under pupil-teachers who have been unable to go to training schools on the expiration of their apprenticeship.

Poynton. The night school at *Poynton* was carried on very efficiently for three years by an assistant teacher, well supported by the clergyman. It is a colliery population.

Wharton. At *Wharton*, in the salt manufacturing district, an evening school has been successfully started under an assistant teacher, also zealously supported by the clergyman. It is open three nights a-week, each scholar paying 1*d.* a night. Their ages vary from 10 to 16; average attendance, 62. (I am sorry to hear that the assistant teacher is leaving.)

Kingswinford. At *Kingswinford*, in a coal and iron district, there is a night school under an assistant teacher, which Mr. Sandford visited, and found in a very fair state of efficiency The clergyman "considers a night school an indispensable adjunct to a National school in a mining population." There are on the books 18 above 20 years of age, 13 between 16 and 20, and 18 under 16.

At *Stafford* and *Wordsley*, the assistant teachers appointed to night schools under the Minute of July 1852 were reported so wanting in energy that the night schools had to be either given up or re-organized on another footing.

At *Dukinfield* and *Bilston* the clergymen are anxious to find teachers under the later Minute, the assistant teachers having left.

At *Madeley*, in Shropshire, one has just been appointed under the same Minute; he was formerly a schoolmaster, and is now a clerk in a bank.

I find satisfactory reports of three night schools *for girls*, under the care of assistant teachers paid by your Lordships.

Girls' night schools. One at *Stone*, for shoe-binders, numbering 30 in winter and 15 in summer, three nights a-week; another at *Stafford*, also for older girls employed in the shoe trade, very satisfactorily conducted; and the third at Bollington Cross, for girls employed in the cotton mills. This last is held twice a-week, one of the evenings being devoted to sewing. The profits arising from the sale of the needlework go to the school fund; last year more than 13*l.* was thus realized. On the other evening the girls read, write, and do arithmetic; the average attendance exceeds 30. The principal parishioners take a lively interest in the prosperity of this evening school.

I have now, I believe, mentioned all, or nearly all, the evening schools which received grants from your Lordships in the course of the past year. But I have only described one-third or one-fourth part of what is being done in the way of night schools in my district. There are, at least, thirty others carried on by the self-denying exertions of volunteer teachers—generally by the clergy or some members of their families. In one place I hear of the clergyman and his two curates binding themselves each to undertake the night school one evening in the week; in another I hear of the clergyman's wife reading aloud to the girls every other evening during their needlework; in another I find the school carried on three times a-week by five of the Sunday school staff, the clergyman and his curate giving up two evenings in the week to the private instruction of the teachers. In a large rough manufacturing town I find a night school for factory boys, carried on almost entirely by the clergyman's wife until her health broke down. One clergyman writes,—"I undertake the night school myself, "with the assistance of a neighbour, who volunteered to teach "mechanical drawing."

In several of the schools I find drawing popular. Mr. Egerton, the rector of Whitchurch, writes to me,—

Whitchurch night school

"Once a-week we had a drawing class. We began with the few primary rules of perspective. As soon as they could copy a simple object on their slate from the black-board without any violation of those rules, I presented them with paper and a pencil. Some of them showed great taste for drawing, and before we closed all were able to take home some of their own productions, many of them very creditably done."

The chief instruction was, however, in reading, writing, and arithmetic. Mr. Egerton says,—

"It was delightful to observe the diligence with which the young men set to work to make the most of their time; how earnestly they puzzled over the sums, and how careful they were not to blot their copy-books. The moment the clock struck nine work was stopped, books collected, and then followed prayer. After that I always read some amusing tale or fable, or paragraph from the newspaper, or incident of the war. It was clearly understood that their remaining for this was quite optional. However, they seemed to enjoy it particularly. It was always followed by great applause and clapping of hands, and so we broke up with a glorious ad libitum uproar."

This school was started and carried on for the whole of the winter months by the benevolent zeal of one of Mr. Egerton's chief parishioners, who did not miss one single evening's attendance. This, however, he will now be unable to continue, and Mr. Egerton is at a loss to know how to provide for the conduct of the school.

There are successful night schools carried on by volunteer teachers at Bridgnorth, Chesterton, Dukinfield St. John's, and Halton. At Chesterton the clergyman informs me that so long as the school was free no adults came, but that when a small fee was charged they began to come.

The following account of the Nantwich evening class illustrates the way in which very many of these night schools have begun:— Nantwich.

"Our night school originated in a request from a number of young men who had just received the rite of confirmation that the lessons they had received preparatory to it might be continued afterwards. This induced us to attempt a night school in connexion with these lessons. The National schoolmaster, and the pupil-teachers, and my curate and myself met these young people for the first time on Lady-day last. In order to give those present my own idea of the best method of conveying instruction to adults, I opened the school by giving a lesson on the alphabet to a lad of eighteen, who could not tell one letter from another. After eight lessons he was reading the Society's second book enjoyably. The other classes commenced in the same simple way, and are progressing favourably. Our numbers are progressing so rapidly that we hardly know how to meet the increased demand upon our time. We have hitherto met only once a-week. I have thought of giving up a second night to it, but I cannot ask Mr. Clegg to do so. The number on the books is now 104, and the average attendance during the last ten months, 60; present ordinary attendance, 76; 12 are learning the alphabet, 30 monosyllables, 18 easy narratives, 38 arithmetic, 6 geometry, 56 write on paper. A Scripture lesson is given to all."

The following account of a night school at Runcorn is also instructive. Runcorn.

"Our night school is for men and boys who have left school and gone to work. It is held during the six winter months, on three evenings in the week, from seven to half-past eight. Each pupil pays 2*d.* a week, and is furnished with books, slates, &c. The subjects of instruction are reading, writing, and arithmetic. The teachers are members of my Sunday school staff, three out of the five being present each evening, assisted by myself or my curate or Scripture reader. The average attendance is sixty before Christmas, and thirty or forty after. It was my wish on coming to Runcorn three years ago, that it should have the advantage of being under the direction of a trained master in connexion with the Government. But I found the teachers who had *voluntarily commenced* the school with the sanction of my predecessor opposed to the arrangement, as they did not wish to resign to the direction of another the school in which they had taken so great an interest."

The following letter from my colleague, Mr. Sandford, contains notices of some other evening schools, and gives the results of his experience in the matter.

11 January 1858.

"I know of about thirty night schools held in connexion with the parochial day schools in the district; about twenty-three of these I have visited. Perhaps the most interesting of these night schools is one with which you are yourself acquainted, that of Messrs. Bagnall at Goldshill. There were about sixty present when I visited it last year, during your absence from the district. This is about the most successful school of the kind I know, but when the employers themselves take such a spirited part in the teaching as the Messrs. Bagnalls do, besides connecting with the school the additional attraction of games, as chess, draughts, &c., in the winter, and cricket in the summer, a night school is sure to be successful.

"At Windlehurst, in Cheshire, there is a night school which you have not seen, and which interested me much. It was carried on solely by a clergyman, curate of the High-lane district in Marple, and was composed of about thirty young men, chiefly I think, weavers, some colliers, who had made great progress in arithmetic, an showed a most intelligent knowledge of what they had been taught.

"This school was the more satisfactory from its being composed of grown up young men, one of the great evils connected with night schools being that many of the scholars are far too young, more fit for a day than a night school. The plan of taking such young boys into a night school works badly in many ways.

"At Stoke-on-Trent I found a great improvement in the night school. There were about forty boys, and about thirty girls and young women in two separate schools. The scholars were sadly young. (In the Potteries under the present system this can

hardly be avoided). Many of the boys had made progress, and had much improved in order.

"At Hanley, connected with the day school which has so great a reputation in that district, there is a large night school; at my last visit I found about fifty lads of every age from 17 downwards. Though a most useful school, but little was done compared with what might be done with greater teaching power.

"In Macclesfield, I found only one night school, where there were thirty or forty scholars under a teacher appointed under the Minute of March 1855; but in the classes connected with the Mechanics' Institute in that town there appeared to be nearer 200 than 100 scholars, boys and young men (besides the classes for girls), employed in the factories, and this without there being any trained teachers, or any of the means or appliances of instruction in use under the present system.

"The night school at Mayfield was carried on by voluntary teachers. In point of numbers it was very flourishing in November 1856, and the teachers seemed most zealous. I fear it has fallen off since.

"The night school also at West Bromwich has been given up from want of a regular teacher. There were forty or fifty scholars in one department of it in February 1857. Though at present there was no night school connected with the National school in this populous place (West Bromwich), the clergyman informed me that some of the chief employers were very anxious to see one established. He even thought the hours of evening labour might be shortened, so as to enable some of the lads in their employ to attend it.

"At Kingswinford I visited a school composed of boys and young men employed in the coal and iron works, carried on by an assistant teacher (seventeen present). Some of the boys here, of thirteen or fourteen, were earning their 2s. a day, so that a night school seemed to be the only chance of their getting any instruction at all when once they were able to work.

"At Bilston it is intended to start a night school under a teacher claiming the aid afforded under the Minute of March 1855. One night school which existed in that populous town a year or two ago has been given up.

"At Tipton a great deal is being done, I am told, for night schools by the generous efforts of Sir Horace St. Paul.* There is, I hear, a very strong desire among the working class in that hitherto neglected district to avail themselves of the instruction given in these schools.

"But with all the zeal that is felt on the subject, and with all the desire to learn which just now characterises the youth of the working class, I find that it is considered impossible for these schools to be kept up long together, or for them to continue popular, unless a superior class of teachers, and a more attractive system of teaching than is applied at present, be called into the work. Lads and young men fatigued with a day's work need to have the teaching made, not less, but more lively, intelligent, and attractive than is required for children.

"How teachers who can apply such a method are to be procured is, of course, the difficulty. Assistant teachers (ex-pupil-teachers) are very hard to obtain, when obtained they are rarely, if ever, satisfactory, either in moral weight or in tried skill in teaching."

Evening schools summary.

There are several points in the preceding reports of night schools well worthy of attention.

1. Not one of the whole number is situated in a purely agricultural district; they are all in mining or manufacturing districts.
2. There appears to be in these districts an unmistakable demand for evening instruction on the part of the elder lads, and on the part of adults also, provided that they can have their lessons separate from the younger ones.

* I hope in my next annual report to notice in detail the work of regeneration now going forward in the schools of the five ecclesiastical districts into which Tipton parish is divided.

3. The night school's popularity seems to be rather increased than lessened by the requirement of a fee, generally one penny per night.
4. The subjects of instruction are for the most part quite elementary,—reading, writing, and arithmetic.
5. Though the instruction is thus elementary, it is essential to success that it should be imparted in a lively and and spirited way.
6. Few of the schools are carried on all the year round, a large majority being closed in the summer months; nor do the pupils, as a rule, like to attend more than three, or at most four nights a-week.
7. The successful night schools may be divided into two groups; one group carried on by what may be called Sunday school machinery, *i.e.*, the clergyman himself and a few zealous parishioners; the other group carried on by well paid trained teachers.
8. These two sorts of teachers—the voluntary and the professional—cannot well be combined. This appears from the Runcorn case and others which I might have quoted.
9. A large number of them have a most precarious existence, and nearly all the clergy mention the great difficulty of providing teachers for their maintenance.
10. Only one-fourth of the whole number of night-schools in my district are receiving assistance from your Lordships.

Now the questions to be decided are,—

1. Why do some fail, and others succeed so admirably? Chief difficulty.
2. How can success be ensured to a greater number?

I believe that in four cases out of five the answer to the first question is to be found in the fifth of the above observations. Where the teaching is lively and *spirited* the night school prospers; the great difficulty of securing to it such teaching explains why so many languish.

The second question, therefore, resolves itself into this,—"How can we provide efficient and spirited teachers for night schools?"

It is a noticeable fact, that while nearly all are straightened for want of assistance, only one in four is seeking it under your Lordships' Minutes. The inference is unavoidable, that your measures are either unsuited to the requirements of the case, or are not generally understood.

The conclusions to which my observations have led me are:—

1. That the young assistant teachers appointed under the Minute of July 1852 are not of much service in a night school,

2. That in night schools where there are several voluntary teachers the Minute of March 1855 will come to be much valued when its provisions are more generally known.
3. That for night schools of more advanced instruction none but a highly trained teacher will answer; and that no means have yet been devised for securing the services of such teachers.

I will consider each of these points in detail.

1. The Assistant-teacher Minute of 1852 was designed to assist night schools in one of two ways; either by releasing the head master in the afternoon, so that *he* might undertake the night school; or by the assistant-teacher himself undertaking the night school. The first plan would of course be undesirable in any but small mixed country schools, and it has been shown that our night schools are nearly all connected with large town schools. The second plan fails, because the assistant-teacher—a youth of eighteen or nineteen, just out of his apprenticeship—is neither equal himself to the sole charge of the night school, nor yet likely to work harmoniously with volunteers who might be disposed to assist him.

Thus, on either plan, the Minute of July 1852 fails to meet the requirements of a night school in four cases out of five.

2. The second Minute under which your Lordships offer aid to night schools is that of March 1855.

It must strike any one who reads the accounts of evening schools given above, how very generally they owe their vitality to the same practical, earnest benevolence which in the last generation originated and still maintains the Sunday school. When the history of popular education comes to be written, it will contain no chapter more interesting than that which records the rise and development over the manufacturing districts of the Sunday-school system. But as the day school advances in efficiency, characterised as it is by the excellence of its week-day religious instruction, the special need which called the Sunday school into existence decreases; and it is most interesting to see the same missionary zeal going forth to find a new field for its exercise in what has come to be the requirement of the age,—evening schools for our young workpeople. The purpose of the Minute of March 1855 was to stimulate and assist this sort of effort without superseding it. Many school managers in this district, and in my colleague the Rev. W. J. Kennedy's district, are taking advantage of its provisions. A permanent teacher is wanted who will work harmoniously with volunteers, and be to them what the "superintendent" of the Sunday school is to the other Sunday-school teachers in the towns of the north of England.

I am not without hope that when the Minute of March 1855 comes to be more generally known, it will be found useful towards obtaining the services of such a person.

3. But in many places it is plain that a regularly trained teacher, of mature experience and considerable skill, is essential to the success of an evening school, and such a person neither of the Minutes in question provides.

Only one plan by which such a teacher could be secured, occurs to me:—*to commit the night school to a certificated teacher employed in the daytime as master of a secondary school.* And this leads me to the fifth head of my report.

Suggestion for overcoming difficulty referred to.

V.—Secondary Schools.

An official letter from your Lordships' Secretary, on the subject of middle schools, printed at page 42 of the Minutes for last year, contains the following passage:—

"The Lord President thinks that a system of secondary schools might with great advantage be added to the present system of primary schools, in all those localities where schools of the latter kind are sufficiently large or sufficiently numerous to afford a supply of children who have mastered the common elements of instruction, and are prepared to proceed with more specific studies."

Now, your Lordships could, under the terms of the Parliamentary vote, only recognize such schools as places of higher instruction for the most promising pupils of the elementary school; but it is plain that they would be largely resorted to by the children of the middle classes also, and would satisfy a need which is coming to be more and more felt in that stratum of society. Their establishment would, moreover, open a career for our older certificated teachers; promotion to the charge of such a school would be a natural and most suitable reward for ten or fifteen years' service in a successful elementary school. Where the primary school had such a secondary school appended to it, the promotion might take place without removing the teacher from the neighbourhood where he was known and valued, and he might continue to interest himself in the affairs of his old school, and assist by his counsel and experience the junior teacher who succeeded him. Such a teacher, relieved from the charge of pupil-teachers, and with twenty or thirty instead of a hundred or more boys to teach in the daytime, might well be able to give three or four evenings in the week to the night school. Thus three most important purposes would be fulfilled: a new and much needed class of day schools would be created; the best possible sort of teacher would be provided for our night schools; and a career would be opened to our certificated masters.

I wish to call especial attention to the fact, that there is nothing to prevent any of the more spirited school-managers of my district from trying the experiment in connexion with their primary schools.

The outlay would be very small, and once started, the secondary school ought to be self-supporting; indeed, I believe it would help to make the primary school self-supporting also after a few years. The steps to be taken would be the following:—

1. To build an additional class-room by the side of the existing primary school; toward this a grant might, I apprehend, be made under existing Minutes. It should be reserved for the purposes of the secondary school between nine and four o'clock; and at other times might be used as a pupil-teacher room, and as a library and reading-room open to the elder boys of both schools.
2. Where the teacher of the primary school was a man of some standing and high certificate, and was favourably known in the neighbourhood, he might be promoted to the charge of the secondary school, and a younger certificated teacher engaged at a lower salary to take his place in the primary school.
3. To invite the tradesmen or farmers of the place, by circular or public meeting, to send their boys to this secondary school, asking such quarterly fees as are usual in commercial schools, and requiring that they should have been previously well grounded in reading and writing.
4. To appropriate (with the aid of the Charity Commissioners if necessary) any prize funds or apprentice funds in the parish to the purpose of establishing *free exhibitions* to this school of higher instruction, to be annually competed for in the primary school.

Twenty or thirty pupils paying a guinea a quarter would suffice to render the school self-supporting. The master might, I believe, continue to be recognized by the Education Department, as still exercising a general supervision over the primary school, and if he undertook the night-school (a most desirable arrangement) he would receive, besides the fees, an annual grant on this account. Any *direct* grant to the secondary school, even if the terms of the Parliamentary vote allowed it, I should strongly deprecate; but there would be no reason why the managers should not invite the Inspector to include the higher school in his annual examination, and publish his report for the satisfaction of the parents.

The organization of such secondary schools, and the rendering available for them the services of our certificated teachers, would go far, I believe, to remove the prejudice now existing in the minds of the middle classes against the education offered to the children of the poor.

I have the honor to be, &c.

J. P. NORRIS.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. J. P. NORRIS AND REV. H. R. P. SANDFORD.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	255	137	121	95	111	19,436	16,180	17,863	14,366	68,570	244	515
Simple Inspection	56	21	19	9	22	2,405	1,816	1,499	1,136	4,354	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	7·89	8·46	10·3	12·52	12·91	12·3	11·16	9·34	6·64	4·67	2·5	1·31
Simple Inspection	8·96	9·28	10·17	12·97	12·39	13·2	10·87	8·47	5·94	4·35	2·16	1·24

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	43·45	21·96	14·75	9·53	5·72	4·59
Simple Inspection	40·57	22·73	13·86	11·19	5·47	6·16

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 431 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught: Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	388	50	283	31	44	12	11	7
Catechism	318	41	262	20	46	12	10	9
Reading	319	45	237	24	75	16	7	5
Writing	285	44	225	32	50	10	10	2
Arithmetic	321	48	217	25	90	12	14	11
Geography	149	15	126	9	20	4	3	2
Grammar	134	12	107	8	23	2	4	2
History	52	7	43	3	8	3	1	1
Music from Notes	28	1	27	1	—	—	1	—
Drawing	13	1	12	1	—	—	1	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept.			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly, or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	388	30	17	403	20	4	325	97	19	307	23	9	348	32	7	376	50	10	263	17	—
Simple Inspection	59	8	1	52	7	—	24	28	9	40	3	6	41	15	—	37	18	4	1	1	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 254 (Annual Grants) + 22 (Simple Inspection) = 256* of Schools enumerated in Summary *a*.								Average Income per Scholar in Attendance.†
	From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.		Total.	
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.	£ s. d.
Annual Grants	2,076	5 11	10,777	17 4	11,740	7 9	3,351	1 6	27,945	12 6	0 17 9
Simple Inspection	56	16 0	573	6 5	328	2 10	306	5 8	1,764	10 11	0 17 10½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 254 (Annual Grants) + 22 (Simple Inspection) = 256 of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	21,900 10 2	2,106 3 7	5,943 15 4	29,950 9 1	0 18 11¼	31,541
Simple Inspection	1,474 2 11	89 3 10	394 0 2	1,957 6 11	0 19 10	1,973

* The number of schools inspected during the year was 311; but from 55 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *e*.

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants	£ s. d. 88 3 9½	£ s. d. 56 8 10½	£ s. d. 59 6 6½	£ s. d. 33 2 8½	£ s. d. 58 2 10½	£ s. d. 30 4 8½
	Simple Inspection	—	43 13 9	—	29 19 0	—	27 17 5
Number on which average is taken	Annual Grants	152	55	84	67	7	59
	Simple Inspection	—	22	—	17	—	6
Number provided with house or rent-free	Annual Grants	82	27	41	31	3	27
	Simple Inspection	—	11	—	8	—	2

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	225	37,685	28·58	48·75	15·48	4·84	2·35
Simple Inspection	20	1,907	16·78	44·36	25·38	10·02	3·46

APPENDIX B.

INDUSTRIAL EDUCATION OF GIRLS.

SANDBACH NATIONAL SCHOOL KITCHEN FOR SICK AND AGED POOR.

(From 1 January to 31 December 1857.)

Dr.	£	s.	d.
To collection after sermon	11	13	6
Offertory collections	35	19	4½
Cash from alms box	5	8	8
Subscriptions	24	11	0
	£77	12	6½

Cr.	£	s.	d.
By cash due to treasurer	6	3	[illegible]
1,195¾ lbs. mutton	40	15	0½
81¼ lbs. beef	2	11	7
13 shins and heels	1	13	9
Groceries	3	5	5½
Rabbits, 4*s*. 2*d*.; vegetables, 6*s*. 7*d*.	0	10	9
Bread, 13*s*. 4*d*.; eggs, 11*s*.	1	4	[illegible]
Milk, 12*s*. 11*d*.; gas, 3*l*. 19*s*. 7*d*.	4	12	[illegible]
Assistant's salary (discontinued)	2	7	[illegible]
Printing	0	12	[illegible]
Sundries	2	1	7½
Christmas dinner of roast beef, plum-pudding, potatoes, and ale, to 26 aged persons	1	5	8
Cash in hand	10	3	10
	£77	12	6½

Summary of Food for 1857.

Dinners of roast mutton	852
„ „ mutton chops	307
„ hashed mutton	339
„ boiled ditto	327
„ cold ditto	183
„ roast beef	78.
„ Swiss patties	5
„ fish and rabbits	13
Rice, sago, and tapioca puddings	176
Quarts of beef tea	17
„ mutton broth	56
„ arrowroot, sago, and meal gruel	26
„ calf's-foot jelly	3

Total.

	1856.	1857.
Meat dinners	991	2,104
Puddings	171	176
Gruels, &c., quarts	23	102

N.B.—The kitchen and books are at all times during school hours open for inspection.

"The promoters of the Sandbach National School Kitchen for the sick and aged poor beg respectfully to invite a careful perusal on the part of the subscribers and others of the particulars as stated in the report.

"The outlay, compared with its results, will be found very small, as by proportioning the amount of relief day by day to the particular requirements of the applicants, in a population of 4,000, the sick have been provided with food carefully adapted to their suffering state, of the very best kind, without regard to their particular creed or place of worship.

"The relief has been invariably received with thankfulness and fully appreciated.

"One particular result has come out well worthy of note; while a return to a generous diet after sickness, in the case of those who have been habituated to it, naturally renews the strength, with the poor, unaccustomed to animal food, the improvement is so marked as to be almost like life from the dead. The children in the school engaged in supplying the food, with increased facility, evidently take greater interest in their employment, as well as are made more sensible of the privilege of ministering to the wants of their suffering fellow creatures.

"The supply of soup is not given in the present statement; it has not, however, been discontinued, but is afforded from a different source.

"In addition to the distribution of food from the kitchen funds, by an arrangement with the guardians of the poor, the meat ordered to the sick paupers not resident in the house by the medical officer of the union has been supplied to them through the sick kitchen at the rate of 3*d.* per dinner of roast meat.

"It is a matter of thankfulness, though not of surprise, that a system so easy and simple of operation should have excited an amount of inquiry, personal and by letter, to an extent which leads to a well-grounded hope that in a few years a kitchen will form a necessary part of the National school of every large parish throughout the kingdom, a result no less beneficial to the sick poor than to the children themselves, thus early initiated in industrial employments well suited to their condition in after life.—January 29."

(Signed) John Armitstead,
Vicar of Sandbach, Cheshire.

Astbury Industrial School.

The following remarks on laundry work are from the Rev. Offley Crewe, whose school is one of the best in Cheshire.

"The only absolute conditions of success in introducing washing [illegible] (it seems to me):—1st. That the school should have the good wi[ll] 2nd. That the teacher should have the good will of the children. conditions are unfulfilled, the washing scheme will fail, parents w[ill]

'children sha'nt be turned into scrubs,' nothing will be forthcoming to be washed, or when washed the things will be pronounced spoiled. It will materially help the efficient working of the scheme if the clergyman's wife will from time to time inspect the things when finished, and note whose things are best done, so that it should be understood that it is not washing only that is wanted, but excellence in washing. The children will probably take a greater interest in what they do if they keep a washing-book, in which they regularly set down the things washed, with the ordinary washing prices. A washing bill made out each week and taken home will give their work an air of business, and teach them the money value of what they do. They should be allowed to bring their own things, as this will best teach the parents the value of what is being learnt, and they ought soon to find out that what is washed at school is better washed than if it had been done at home. In no case should the children be paid for washing their own things. It may be well to find them with starch and blue, the expense of which is trifling, but they should bring their own soap. If the children wash things not their own (with us they wash the mistress's things and the boy pupil-teacher's) it might be well to pay them.

"The object of school washing being not to get a great deal of work done, but to teach the art of washing and to give the children general habits of order and usefulness, much time need not be given to this industrial work. Half the first class might go into the washhouse on alternate weeks, beginning to wash at half past twelve on the Tuesday, and continuing till half past two, and ironing for the same time on Wednesday.

"As much as possible the washing should be looked upon as a privilege, only *so many* girls should be permitted to wash, and only *so many* articles should be allowed to be brought.

"It will probably be found advisable to get some one besides the ordinary teacher to give the actual instruction in washing and ironing; but 1*l.* per quarter would well repay a respectable person for the portions of the two days when her services were required.

"The requisites for setting on foot industrial washing are neither many nor expensive. One, or better two small airy rooms, a boiler, an iron-stove for heating the irons, and drying the clothes when they cannot be hung out of doors, a small tub for each girl who will be required to wash, two flat irons for each girl, two italian irons, ironing-tables (about one yard of space for each ironer,—the tables might be made to let down against the wall for the sake of saving space), and an ironing blanket for the tables (a very thick kind of flannel which should if possible be double). Rain-water might be collected in tubs, or better still, in a large underground tank, from the roofs of the school.

"It will further be necessary to get a few yards of coarse blue flannel to make high aprons for the girls, and it will be well to have two or three pairs of pattens, so that the girls who have to 'swill' the floor of the wash-house may not get wet through.

"Here you have my memoranda on the matter. A little money and plenty of good will may always (at least in country places) make the wash-house successful."

APPENDIX C.

PRIZE-SCHEME RULES.

The following rules have been adopted by the Prize-scheme Associations of Staffordshire:—

Qualification of Schools.

1. In order to be admitted to the benefits of the scheme, a school must be under Government inspection.

2. Each school must be nominated by a subscriber to the prize fund. A subscriber of 5*l.* may nominate one school, of 10*l.* two schools, and so forth.

3. Any school failing to procure a nomination shall, on the payment of 5*l.* to the treasurer by the representative of such school, be admitted, if otherwise qualified.

4. In case any of the subscribers fail to nominate, then the committee may act on their behalf, and nominate such schools as they may deem proper to be admitted, at the rate of one school for each sum of 5*l.*

Qualification of Candidates.

5. Candidates for the lower prize are to be boys or girls who can produce certificates, signed by their teachers, and countersigned in each case by the clergyman or minister, that their character is good, and that they have attended regularly for two complete years subsequently to their ninth birthday, and are still attending, some school or schools qualified to send candidates;—regular attendance being defined to mean 176 days in each year, exclusive of Sundays.

N.B.—In the case of registered scholars, the production of the registration card, with a certificate of good character, will be sufficient.

6. Candidates for the higher prize are to be boys or girls who can produce certificates, signed as before, that their character is good, that they have already gained the lower prize, and have continued to attend regularly, and are still attending, the same school.

7. Candidates for the after prize are to be boys who can produce certificates, signed by the employer, and by the clergyman or minister in each case, that their character is good, that they have gained one or both of the preceding prizes, that they have completed their fifteenth and have not completed their eighteenth year, and that they have continued to attend some Sunday or evening school.

N.B.—A preference will be given to those who are employed in connexion with the works of some member of the Association.

Examination.

8. A preliminary examination is to be held in each school by the teachers or managers, or both, for all candidates who have not obtained prizes in previous years. A list of the names, arranged in an order of merit according to the results of this preliminary examination, is to be sent to Her Majesty's Inspector one week before the day fixed for his collective examination. Together with this list there should be sent also the certificates of all the candidates who are or have been connected with the school.

9. On the day of the collective examination, a certain proportion of those who have been preliminarily examined, viz., one out of 1, 2, or 3, two out of 4, 5, or 6, three out of 7, 8, or 9, and so forth, being in no case less than one-third, together with those who have previously gained prizes, may attend with pens, ink, and ruled foolscap paper, and some refreshment to be eaten at noon.

10. In the forenoon they will have a paper of questions of Holy Scripture. In the afternoon the girls will have an exercise in needlework; and the boys will have an arithmetic paper, with a few extra questions on each of the following subjects:—mensuration, book keeping, geography, history, grammar, physical science. A boy may answer questions on any one, but not on more than one, of these extra subjects. In revising the papers, the writing and spelling will be taken specially into account.

Award of Prizes.

11. Her Majesty's Inspector will award the lower, higher, and after prizes among those who attend his collective examination.

12. A certain portion of the fund (to be determined by the committee) will be reserved to be divided equally among the several schools that have obtained nominations. The sum that falls to each school is to be spent in books for the boys or girls who may appear to be most deserving next after the prize-winners, at the discretion of the managers.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. D. J. STEWART, M.A., *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* HERTFORD, BUCKINGHAM, BEDFORD, CAMBRIDGE, *and* HUNTINGDON.

MY LORDS, Cambridge, 1857.

I AM glad to be able to report an increase in the number of cases, in this district, for which, during the year ending on the 31st of August 1857, annual grants have been claimed from the Parliamentary Fund. The increase has been greater in some counties than others, and to an extent which is clearly shown in the following table:—

—	Public Day Schools.	Supported by Ch. of England.	Permanently liable to Inspection 29 May 1855.	In Receipt of Annual Grants, 29 May 1855.	In Receipt of Annual Grants, 31 August 1856.	In Receipt of Annual Grants, 31 August 1857.	31 August 1857. No. of Certificated Teachers.	31 August 1857. No. of Apprentices. Male.	31 August 1857. No. of Apprentices. Female.
Hertfordshire -	244	164	75	22	31	44	55	30	54
Buckinghamshire -	195	130	58	16	20	24	26	16	19
Bedfordshire -	120	67	38	9	13	18	20	15	16
Cambridgeshire -	188	104	66	22	20	22	25	43	35
Huntingdonshire -	95	51	37	9	9	11	15	13	10
	842	516	274	78	93	119	141	117	134
								251	

These figures represent an increase of 57 per cent., both in the number of apprentices, and of teachers holding certificates of merit employed in the district, at the close of the official year.

At Wing, Bishop's Stortford, Silsoe, Millbrook, Duxford, and Kensworth the employment of teachers with certificates has been discontinued.

One apprentice has been dismissed for stealing; seven have broken their indentures; six have been dismissed for bad examinations, and five have given up from ill health. Eleven apprentices have obtained Queen's scholarships. Some who were eligible to attend the examination declined doing so. One girl has taken charge of a small village school; one, through bad health, could not be examined, and one failed. One male apprentice has got employment in the income tax department, and another is seeking a situation in some office.

New schools have been built at Houghton Regis, Arlsey, Luton, Shillington, Frogmoor, Soham, and New Wolverton. The school buildings at Swavesey have been very much im-

proved by the Hon. Mrs. Ryder's liberality. Large additions to the school at Trumpington have been nearly completed by Professor Grote. A new floor has been laid down at Ampthill. At Ely, Welwyn, Hoddesdon, Colnbrook, Wisbeach, St. Peter's, and Woodhill, steps have been taken for improving the existing school accommodation.

The amount of assistance paid to each county appears in detail in the following tables:—

HERTFORDSHIRE.

Name of School.	Certificated Teachers.		Apprentices.		Capitation.				Average Attendance per Annum.
	Male.	Female.	Male.	Female.	Upon Boys.	Upon Girls.	Amount.		
							£	s. d.	
Abbots Langley	1	1	1	2	23	17	11	3 0	146
Alban's, St., Infants	–	1	–	2	22	22	11	0 0	84
Albury	–	1	–	1	–	–	–	–	63
Amwell	–	1	–	5	24	49	15	16 0	101
Barley	–	–	–	–	29	21	13	19 0	93
Bayford	–	1	–	1	5	8	3	5 0	41
Bengeo	1	1	2	1	40	26	18	10 0	117
Berkhampstead, Great	1	2	2	3	–	–	–	–	178
Buntingford	1	–	1	–	6	–	1	16 0	37
Colney	1	–	2	1	32	34	14	16 0	95
Frogmoor	–	1	–	2	–	–	–	–	107
Furneux Pelham	1	1	–	1	–	–	–	–	56
Hadham-Much	–	1	–	2	11	25	9	11 0	84
Hatfield	1	1	3	3	63	25	25	3 0	230
„ Night School	1	–	–	–	17	–	5	2 0	
Hemel Hempstead	1	–	2	–	52	–	15	0 0	85
Hertford, Greencoat	1	–	–	–	25	–	7	10 0	33
„ All Saints', Infants	–	1	–	2	–	–	–	–	68
„ Cowper Testimonial	1	1	4	4	72	46	29	10 0	222
Hertingfordbury	–	1	1	2	–	–	–	–	107
„ Industrial	–	–	–	–	7	–	0	17 6	
High Cross, Industrial	1	1	1	–	8	–	1	0 0	42
Hitchin	1	1	1	4	40	26	18	10 0	236
Hunsdon	–	1	–	1	6	19	6	5 0	58
Ickleford	1	–	1	1	25	26	13	15 0	82
Ippolyt's, St.	–	1	–	2	19	5	4	5 0	45
Mymms, North	1	–	–	2	7	29	9	7 0	90
Royston	1	1	1	1	43	26	19	8 0	110
Sawbridgeworth	1	–	1	–	–	1	0	5 0	105
Shenley	1	1	–	2	38	39	21	3 0	137
Hockerill	–	3	–	–	12	17	7	17 0	119
Stortford, Bishop's	–	–	–	–	9	1	2	19 0	91
„ „	–	1	–	1	–	–	–	–	96
Therfield	–	1	–	1	–	–	–	–	78
Walkern	–	1	–	2	–	–	–	–	91
Watford	1	1	2	1	31	21	14	11 0	160
Welwyn	1	–	–	–	–	–	–	–	45
Weston	1	1	2	–	33	24	15	18 0	97
Woodhill	1	–	1	1	15	14	8	0 0	66
„ Indust. Dep.	–	–	–	–	20	18	5	10 0	–
East Hyde*	–	—	–	—	–	–	—	—	—
Hoddesdon	1	1	–	–	–	21	5	5 0	163
Watton	–	1	–	–	2	3	1	7 0	74
Willian	–	1	–	–	–	–	–	–	27
Cheshunt Dewhurst	–	–	2	–	35	–	10	10 0	80
„ „ Girls	–	1	–	1	–	36	9	0 0	53
„ „ Infts.	–	–	–	2	38	16	12	10 0	110
Total	22	33	30	54	800	615	370	3 6	4,202

* No return.

Buckinghamshire.

Name of School.	Certificated Teachers.		Apprentices.		Capitation.			Average Attendance per Annum.
	Male.	Female.	Male.	Female.	Upon Boys.	Upon Girls.	Amount.	
							£ s. d.	
Aylesbury	1	1	2	2	–	–	– – –	136
Buckingham	1	1	1	–	37	21	16 7 0	126
Brill	–	—	–	—	–	–	—	—
Cheddington	1	–	–	–	8	–	2 8 0	30
Claydon, Middle	1	–	1	–	34	–	10 4 0	50
Colnbrook and Horton	1	1	2	–	31	36	18 6 0	76
Hambledon	1	–	1	–	17	6	6 12 0	80
Iver, Girls and Infts.	–	2	–	2	25	56	21 10 0	121
„ Boys	1	–	1	–	28	–	8 8 0	44
Datchett	–	1	–	2	10	10	5 10 0	85
Farnham, Royal	1	–	–	–	20	19	10 15 0	76
Leckhampstead	1	–	–	–	8	–	2 8 0	21
Linslade	–	–	–	–	23	14	10 8 0	81
Marlow, Great	1	1	2	3	48	24	20 8 0	268
Newport Pagnell	–	–	–	–	16	–	4 16 0	54
Stoke Pogis	1	1	2	1	28	13	11 13 0	102
Taplow	1	–	–	–	18	8	7 8 0	74
Upton-cum-Chalvey	1	2	2	4	43	34	21 8 0	176
Waddesdon	–	–	1	1	35	15	14 5 0	98
Walton	1	–	1	–	34	19	14 4 0	107
Walton and Woughton	–	–	–	–	7	2	2 12 0	49
Winslow	–	–	–	1	24	19	11 19 0	88
Woburn Sands	–	–	–	2	23	22	12 8 0	80
High Wycombe	1	1	–	1	–	–	– –	96
Total	15	11	16	19	517	318	233 17 0	2,113

Bedfordshire.

Ampthill	1	–	1	2	16	17	9 1 0	85
Aspley Guise	1	–	2	2	52	24	17 16 0	110
Cranfield	1	–	1	–	43	–	12 18 0	53
Dunstable	1	–	2	–	41	–	12 6 0	74
Eaton Socon	–	–	–	–	24	14	10 14 0	126
Hockliffe	–	1	–	2	22	21	10 15 0	78
Luton	1	1	3	1	90	–	22 10 0	251
Marston Moretaine	1	1	2	2	21	15	10 1 0	91
Pulloxhill	–	1	–	1	–	–	– –	63
Shillington	–	1	–	1	–	–	– –	67
Silsoe	1	1	2	1	55	36	24 0 0	151
Stotfold	–	1	–	2	–	–	– –	59
Tebworth	–	1	–	1	18	14	8 18 0	56
Toddington	1	–	–	–	22	23	12 7 0	86
Turvey	1	–	–	1	19	16	9 14 0	62
Maulden	–	1	–	–	8	8	4 8 0	33
Houghton Regis	1	–	–	–	–	–	– –	*
Millbrook	–	1	–	–	–	–	– –	*
Total	10	10	15	16	431	188	165 8 0	1,445.

Cambridgeshire.

Whittlesey	1	1	2	1	34	13	13 9 0	205
Cambridge, St. Paul's	1	1	7	8	95	58	42 7 0	438
„ Barnwell	1	1	6	6	28	Infts.	– –	363
„ St. Giles'	–	–	–	4	–	31	7 15 0	193
„ King St.	1	1	2	4	55	42	27 0 0	233
„ Castle End	1	–	4	–	68	–	17 0 0	124
„ Industrial	–	–	–	–	30	–	31 15 0	36
Linton	1	–	2	1	54	21	17 14 0	128
March, Infts.	–	1	–	1	26	23	13 11 0	102
„ Girls	–	1	–	3	–	–	– –	90
Carried forward	6	6	23	28	390	188	170 11 0	1,966

* No return.

CAMBRIDGESHIRE—*continued.*

Name of School.	Certificated Teachers.		Apprentices.		Capitation.			Average Attendance per Annum.
	Male.	Female.	Male.	Female.	Upon Boys.	Upon Girls.	Amount.	
							£ s. d.	
Brought forward -	6	6	23	23	390	188	170 11 0	1,906
Trumpington - -	1	– –	2	– –	36	41	17 4 0	108
Guilden Morden -	1	– –	2	1	16	8	6 16 0	95
Papworth, St. Agnes'-	–	– –	–	– –	2	1	0 17 0	36
Wisbeach, St. Peter's-	1	– –	6	– –	–	–	– –	217
Ely - - - -	1	– –	5	– –	133	–	26 12 0	183
Comberton - - -	–	1	–	1	–	37	9 5 0	54
Littleport - - -	1	1	2	2	28	39	18 3 0	186
Soham - - - -	–	1	–	1	–	16	4 0 0	70
Wilburton - - -	1	– –	1	– –	9	4	3 14 0	36
Isleham - - - -	–	1	–	1	–	–	– –	60
Thorney - - - -	1	1	1	1	21	18	10 16 0	191
Swavesey - - - -	1	– –	1	– –	–	–	– –	*
Total - -	14	11	43	35	635	352	267 18 0	3,142

HUNTINGDONSHIRE.

Alwalton - - -	1	– –	1	– –	21	14	8 15 0	85
Brampton - - -	1	1	3	3	63	28	22 15 0	209
Fenstanton - -	1	– –	3	– –	21	26	12 16 0	101
Huntingdon, The Walden school.	1	– –	1	– –	–	–	– –	48
" Boys	1	– –	1	– –	20	–	6 0 0	56
" Girls & Infts.	–	2	–	1	7	27	8 17 0	98
Holme - - - -	1	– –	–	– –	6	7	3 11 0	38
St. Ives - - -	1	1	2	2	20	30	13 10 0	155
Kimbolton - - -	–	1	–	– –	–	–	– –	30
St. Neots - - -	1	1	1	2	23	19	20 19 0	198
					31	Infts.		
Warboys - - -	1	–	1	2	5	5	2 15 0	161
Total - -	9	6	13	10	217	156	99 18 0	1,179

When the localities included in these lists are traced out on a map, it will be seen that there are considerable areas in some of the counties referred to, from which all assistance from the Parliamentary grant is at present excluded.

Cambridgeshire.

In Cambridgeshire, the number of apprentices employed in Cambridge itself is greater than the number found in all the rest of the county. There are only 37 pupil-teachers apprenticed in 16 schools scattered amongst a population of 157,590 souls, while in the county town there are 41 pupil-teachers and 7 masters and mistresses with certificates of merit working in a population of 27,815. It must be remembered, however, that this estimate of the borough population includes the resident members of the University. If a line were drawn from Wisbeach to Linton on the borders of Essex, it would pass near to only 4 schools in the receipt of annual grants, namely, those at Ely, Littleport, Wilburton, and Soham. If a line were drawn from the same point to Guilden Morden

* No return.

which joins the county of Bedford, March, Swavesey, and Comberton are the only places which, in an educational point of view, can be classed with the extreme points selected. Neither is the deficiency supplied by British schools. There are very few in the whole county which receive any annual aid from the Committee of Council on Education.

Huntingdonshire possesses very much the same features as the neighbouring county of Cambridge. If a line were drawn from Warboys in the east to Kimbolton in the south-west, only two cases of annual grants would be found to the north of it in an area of more than half the county. These two are the school at Alwalton, supported by Earl Fitzwilliam, and a village school at Holme. The school at Godmanchester has been withdrawn from inspection by the present incumbent. There are only nine localities where schools are assisted by public funds. Huntingdonshire.

The north of Bedfordshire is as barren of schools of the class discussed in these reports as the corresponding part of Huntingdonshire. If a line crossed the county from east to west a little to the north of Ampthill, all the schools receiving annual aid would, with the exception of the border schools of Eaton Socon and Turvey, be found to the south of it. Bedfordshire.

In Buckinghamshire, ten out of twenty-two schools claiming annual aid during the past year lie at the extreme south of the county. Between High Wycombe, the most northerly of this group, and Aylesbury, there is no school in which a teacher holding a certificate of merit is employed. The remaining cases lie, with very wide intervals between them, chiefly in the north-west of the county. Buckinghamshire.

The improvement of schools in Hertfordshire has been far more extensive than in any other part of the district. The annual grant cases are more evenly distributed. At the close of the official year, 55 teachers holding certificates of merit, and 84 apprentices were at work in 43 schools. Hertfordshire.

It is much to be regretted that the aid offered by Parliament should be accepted in so very partial a manner, but there are various important localities in the district, where the schools have made that unmistakeable progress which it would be difficult to explain except by admitting that if the Minutes of Council are fairly tried, the experiment is well worth the trouble.

In any agricultural county, the most difficult problem is the maintenance of a good village school. No answer dealing practically with the money difficulties of the case has yet been made to that most important inquiry—How are village schools to be supported? I am very glad, therefore, to have the power

of pointing out some cases where the ordinary obstacles of such experiments have been successfully overcome by individual efforts, and personal influence.

Swavesey. The school at Swavesey in Cambridgeshire, which had fallen into a very inefficient state, has been entirely re-organized through the exertions of the Hon. Mrs. Ryder. The room has been boarded, fitted with desks, and supplied with apparatus. The teacher's house has been repaired: a new master, with a certificate of merit, has been appointed, and a mistress provided for the girls. A steady attendance of children has been secured, and I hope to be able to report next year that the school has done its work in giving them that sound elementary teaching which they stand most in need of.

Barley. Barley, in Hertfordshire, with a population of nearly 900, possesses a village school where the common educational difficulties have been met with considerable success. The school pence in 1856 amounted to 38*l.* 12*s.* 4*d.*, and the capitation grant paid was 13*l.* 19*s.*; in other words, the school produced for itself an income of 52*l.* 11*s.* 4*d.* The attendance of the children, as shown in the following extract from the registers, was decidedly satisfactory.

Quarter.	Average Number present.	Average Number on the Register.	Average Number of Days per Week attended by each Child.
I.	99·7	118·2	4·5
II.	99·7	115·3	4·6
III.	76·0	120·8	4·0
IV.	99·5	125·5	4·4

The general standard of the classes was in correspondence with this attendance; very much of the work attempted by the boys and girls was done correctly and readily.

Hambledon. Hambledon in Buckinghamshire, with a population of 1,300, has a village school, inspected for the first time this year, where the manager proposes to carry out some system of industrial training which is intended to give a practical character to the children's education. Six hours a week are given to baking, washing, and ironing, and three hours a week to scrubbing floors, &c. Part of this work is done out of school hours. This industrial employment is recognised as the daily business of the children, who are selected for it at the discretion of the manager. Two girls are employed every day in the domestic occupations just enumerated. The mistress pays one shilling a week for having her clothes washed, a duty undertaken by the girls in succession, in a room adjoining the school,

which serves as a kitchen also. The school floors are scrubbed, and the grates, and candlesticks are cleaned by girls attending the school. Twelve boys have gardens free of all cost beyond the price of seed. Whatever they can raise on their plots is their own property. The capitation grant paid to this school was only 6*l.* 12*s.*; but these plans are entirely in their infancy, and as they become more matured may have considerable influence on the attendance.

Buntingford.

At Buntingford, in Hertfordshire, the manager, the Rev. J. H. Butt, has the disposal of a grant of 20*l.*, which is paid to any boy selected by the incumbent, to meet the expenses of apprenticeship in any specified trade. This sum is subject to the clergyman's control for four successive years, and it has been determined to award it as an annual prize, for which boys who are or have been scholars in the school may compete. The first examination was held in May 1856, when six competitors appeared, all above fourteen years of age, and all former pupils in the school. The examination was from necessity confined to very elementary subjects, and the results tended to show how very little safe progress is compatible with the desultory attendance which is common in a very large proportion of elementary schools. All the candidates had left school for various employments, and had been equally irregular in attendance when on the school registers. The boy to whom the prize was awarded had not long left school for work. The passage chosen for the test of reading was in page 239 of the Fourth Reading-book of the Irish Commissioners. After it had been read, a portion was used for a dictation exercise. The reading was accomplished with more ease than anything else. One boy read well, and three others very fairly indeed; but all were equally at a loss to explain the meaning of the words and phrases contained in the lesson. In writing from dictation, two boys gave up correct exercises with the exception of one word, a third boy made four blunders, and the rest failed altogether. In arithmetic, the failure was tot with one exception. In Holy Scripture, correct answers w obtained from two boys only. The handwriting was gener fair. I have thought it right to give these results at s length, because they supply a very instructive lesson to who are practically employed as teachers of elementary schoo Half the candidates who presented themselves for examin tion had really lost every trace of the instruction previously received. They had practically done with the school for ever, yet the simplest, as well as more difficult, words in a reading book which is most extensively employed were entirely above their comprehension. I do not think that this result is by

any means a peculiar one. Any one who has had experience in night schools will be as familiar with it as I am, and will perhaps agree with the conclusions I draw from it. Two considerations suggest themselves.

I. It appears to me that the teachers in elementary schools have a great tendency to pass too rapidly over the purely elementary subjects of instruction.

II. Great improvements might be made in my opinion in the reading-books selected for general use.

I. Every one who has to deal practically with the education of the labourer's child knows that our parochial schools fail entirely in any competition with the demand for child labour. Whenever any casual employment is to be had children are taken from school; and when the demand for their work ceases they return to school, demoralized in character, and intellectually depressed. Naturally enough, every teacher is tempted to try how far increased exertion will make up for the opportunities which are lost under such circumstances. Every man is anxious for boys he teaches to make the most of their small chance of education, that when once launched into the business of life they may meet all its difficulties with success. He would have them know all that he knows; he would have them familiar with all the forms of knowledge that maturer years and longer experience have given to himself. But this ought not to be the primary object of the schoolmaster or mistress. The great object of education I conceive to be the formation and elevation of the general character; an object entirely distinct from, and superior to the mere acquisition of knowledge, for its own sake. A well-disciplined, and educated mind is a thousand-fold more valuable than an accumulation of facts, for it is the only foundation of that self-education which has produced some of the greatest benefactors to society; and if teachers felt that [illegible]ir power of doing good is their power of advancing this [illegible]eral mental culture, I apprehend that their labours would [illegible]e a far higher value than if wasted in vain attempts to [illegible]ularise scientific subjects. There is a tendency to speak of [illegible]ools for the children of the working classes as if the ele[illegible]entary education needed for the mass of a population were [illegible]mething different in kind from that required by more favoured [illegible]ections of society. If there is any difference at all, I conceive it is a difference in degree, not in kind. It is the business of every school to give children the power of obtaining knowledge. To attempt to educate thoroughly children who leave schools for work at nine or ten years of age is an absurdity;

but there is no reason why the general foundation of all future work should not be laid with as much care as if they were to remain under instruction for a much longer period. Every man is to a great extent self-educated, and the work of every school is to put this power of self-education within every one's reach. For as Providence has not limited its gifts to one class of society more than to another, neither is it for us to determine whether the work of the hand or of the head is to be the future lot of the humblest child that asks for instruction.

II. I wish that I could think the reading-books generally selected for schools the best to put into childrens hands. They seem to be compiled with an idea that the only work of a school is to present a succession of new facts to every child's mind, and to exclude all that appeals to the imagination and feelings. I believe this to be an entire mistake. Any one who has observed children knows that the books they select for their amusement are invariably those containing incident and narrative. The child chooses what its natural instincts point out as the proper mental food for youth, and thrives more under the healthy influence of old nursery tales than when labouring through the hard words and stiff sentences of modern school literature. Young children cannot grasp at once the stores of information placed before them in books which profess to treat of everything; nor do they find amusement in condensed statements embracing the general principles of arts or sciences foreign to the general associations of their daily life. If reading-books are to be made attractive to children, they should be written as much as possible in the language which the children of the labouring classes use and understand; they should deal with circumstances in which they can be interested, and from which they can receive amusement. If it is desirable to give children a taste for books which will remain with them through the wear and tear of a life of manual labour, it cannot be wise that their only recollections of reading should be connected with dry lessons mastered with difficulty, and forgotten rapidly. Books which do not interest and please the susceptibilities of childhood are not likely to create a love of reading.

Aylesbury.

The girls' school at Aylesbury has shown most decided improvement in general discipline, and in the accuracy of the children's knowledge of the elementary subjects in which they have received instruction. Miss Hallett, the schoolmistress, was trained at Hockerill, and deserves great praise for the judgment and patience with which she has entered on a very difficult task. A silk mill established at Aylesbury is a great

obstacle to the progress of education amongst the working classes. Girls of eight years old employed in this factory receive one shilling a week if they attend school for three hours during the day, and eighteenpence if they work during the whole day. The hours of work are such that "half-timers" are too tired to make any exertion during their hurried attendance at school. The children go to the factory at six in the morning, work till 8.30, when there is a short pause allowed for breakfast; at nine they come to school, and remain till twelve; at 1.30 they must be at the mill, there to remain at work till six at night. When there is any pressure of work, a certain amount of compulsion is employed to obtain the services of as many children as possible. The provisions of the Factory Act are practically of very little value to the operatives in this branch of trade. Supposing parents anxious that their children should be taught to read and write, and ready to give up the additional sixpence a week, continuous employment for twelve hours effectually prevents their making any progress in occupations requiring even the slight mental effort implied in three hours' school work. To contend against so formidable an opponent, Miss Hallett requires all the cordial support that those who are truly interested in her success can give her; her earnestness deserves every encouragement.

Great Berkhampstead.

The schools for girls and infants at Great Berkhampstead are in the charge of two mistresses, Miss Wallace and Miss Gibbs, trained also at Hockerill. I do not know any school for infants in the district which rivals the one managed by Miss Gibbs. Her fellow-student, Miss Wallace, has had to encounter all the opposition which is so commonly raised where an incompetent teacher is dismissed, very properly, in order to secure efficiency in those to whom the education of a large parish is committed.

Hockerill practising schools.

No school in the district shows more abundant fruits of the care bestowed on it than the mixed practising school at Hockerill. I am satisfied that Miss Clarke has struggled against many of the most perplexing difficulties a school-mistress has to meet. Her resolution to do her work has met with its reward. There is, it is true, no high standard of instruction to speak of, and it would be strange if there were, considering the age of the children; but there is a much steadier attendance, a firmer discipline maintained with less apparent effort, and that sound progress wherever it may be fairly looked for, which shows what the school is capable of doing whenever opportunities are granted it. Miss Cornwell has taken charge of the practising school for infants since

my last inspection, the former mistress having been obliged to resign through ill health, but having seen the school at work, I believe that I shall have no difficulty in reporting very favourably of its management.

Such cases as I have mentioned ought to give encouragement to teachers who are for the first time left to themselves in charge of parochial schools, and are learning in actual practice the many disappointments of their calling. Many of the teachers who go from training institutions to undertake the entire formation of schools lose heart because they cannot at once re-produce what has been held up to them as a model scheme of elementary instruction. Masters or mistresses who have toiled for ten or twelve years at their posts can tell them that the only cure for such despondency is work, and that work undertaken in earnest will as surely be rewarded with success.

Cambridge.

The schools in Cambridge are, with two exceptions, under twenty-one governors, who are appointed in pursuance of a plan proposed in 1703 by the Rev. W. Whiston, Lucasian Professor of Mathematics, for establishing schools for the poor under the management of the parochial clergy. Eight of the scholars in St. Paul's boys' school have received this year scholars' certificates. William Male, whose name is first in order of merit in the list of Queen's scholars appointed at Christmas 1857, has passed his apprenticeship in the same school, under the instruction of Mr. Dixon.

The industrial school.

There is an institution which is not one of these "old schools," as they are called, which deserves special mention, not only because it proposes to deal with a section of society it is extremely difficult to reach, but because it has done its work with more than usual success. The following history of this industrial school is taken from the report of the committee, published in 1856 :—

"The aim of the promoters of the industrial school may be stated in few words to be this:—to supply employment and instruction to boys above the age of 13, that is, above the age at which boys usually leave the National schools, who owing to peculiar circumstances may be in need of such employment and instruction. It is clear that compulsory idleness is the origin of infinite evil, and it is obvious that in a town such as Cambridge there will in all probability be usually a considerable number of boys, who in default of superintendence and assistance will be compelled to be idle or to gain their livelihood by very questionable means. There will be, for instance, some who will be unable to obtain respectable employment from the misfortune of their birth, their parents not being persons of good character; there will be some, who having committed offences against the law have been imprisoned, and have come out of prison with their character destroyed; and there will be others, who being employed in work of an uncertain kind, or of a kind which exists only during a portion of the year, will be occasionally in idleness for months together. Boys left in idleness and ignorance in virtue of these or any other causes are, perhaps, more than any other members of the community, likely to go to ruin themselves and to become mischievous to others; and it was thought that Cambridge afforded a most favourable field for an experiment whether something might not be done for their improvement.

"Accordingly a public meeting was held in the Town Hall on December 6, 1847, at which it was determined to establish an industrial school, that is to say, a school in

which the principal employment should be garden-work and some of the simpler trades, as shoemaking and tailoring; but in which also intellectual and religious instruction should not be neglected. A Committee appointed at this public meeting succeeded with some difficulty in obtaining the offer of a piece of freehold land for building purposes, with the power of hiring six or seven acres of ground contiguous on a lease, for the purpose of a field garden; and the necessary funds having been provided parylt by public subscription and partly by a grant from the Committee of Privy Council on Education, buildings deemed suitable were raised with as little delay as possible. These buildings it was subsequently found advisable to increase. Various delays, chiefly of a legal character, prevented the school from being opened before Lady-day 1850, when the work was commenced by Mr. R. Boning, who still continues to discharge the office of master to the great advantage of the institution.

"The mode of operation adopted in the school has varied very little from its first opening; the time of the boys has been divided among the occupations of the field, the workshop, and the school-room; in addition to which they have had for some years the care of pigs, and lately of cows. Dinner has been regularly provided for them at the expense of the school, and occasionally clothes given by various kind friends are distributed; in addition to this, the boys have the advantage of having their shoes and garments repaired in the workshops, and of repairing them themselves. A payment of 2*d.* per week was originally required from each boy, and the rule was maintained for some years; but it being found upon a sufficiently long course of experience that the plan did not work satisfactorily, the Committee determined not to require any payment, and the benefits of the school are now entirely gratuitous. Any boy above the age of 13, and not more than 18, can be admitted upon presenting at the school an order from a subscriber; blank forms can be obtained either from the master at the school or from the secretary.

The preceding brief account of the origin and aims of the school will probably answer the purpose for which it is designed; and the Committee now proceed to give some details of their operations since they presented their last report to the subscribers.

I. The following tables contain the principal statistics which the Commitee have been the habit of recording.

A.—*Average weekly attendance.*

	1851.	1852.	1853.	1854.	1855.
April	30	40	20	24	26
May	32	35	15	22	22
June	32	34	20	22	20
July	32	28	15	24	*
August	18	0	14	20	23
September	30	28	13	16	18
October	30	28	20	20	21
November	36	30	20	26	28
December	45	32	26	26	32

	1852.	1853.	1854.	1855.	1856.
January	46	33	31	32	34
February	45	25	30	34	32
March	40	25	28	29	32

The greatest number of boys that have been in attendance on any day in the course of the year has been 39.

The number of names on the books at present is 31.

B.—*Ages of Boys.*

	1852.	1853.	1854.	1855.	1856.
Over 20 years	0	0	1	0	1
„ 19 „	1	3	1	1	0
„ 18 „	1	1	3	2	1
„ 17 „	6	2	2	0	0
„ 16 „	3	5	3	3	2
„ 15 „	12	11	5	3	3
„ 14 „	10	5	5	8	13
„ 13 „	9	4	10	13	8

In a few very peculiar cases the Committee have, during the past year, admitted boys somewhat under the age of 13. These admissions are to be regarded as exceptional, and have been made by a special vote of the Committee.

* Holiday in July, this year.

C.—*Expense of providing dinner.*

In this table is exhibited the number of dinners furnished, and the corresponding weekly bill for six weeks taken from January and February in each year.

1852.	1853.	1854.	1855.	1156.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
276 - 1 10 4	167 - 1 0 2	197 - 1 11 6	205 - 1 6 8	194 - 1 10 8
294 - 1 12 2	177 - 0 19 10	182 - 1 9 8	187 - 1 4 10	188 - 1 11 7½
269 - 1 9 2	163 - 0 19 4	168 - 1 6 8	202 - 1 1 4	206 - 1 10 0½
254 - 1 7 7	158 - 0 18 9	193 - 1 9 1	199 - 1 6 0	208 - 1 11 5½
242 - 1 9 6	141 - 0 16 3	160 - 1 12 2	188 - 0 16 8	180 - 1 7 11½
232 - 1 6 3	130 - 0 16 7	172 - 1 7 9	185 - 1 2 9	185 - 1 8 1

This table, as has been remarked on former occasions, does not exhibit accurately the expense incurred by the school in supplying dinners, in consequence of the omission of the cost of vegetables grown upon the school-ground. It serves, however, to compare the expense of one year with that of another, and it shows that the past winter has been one of great pressure upon the finances of the school; the expenses being nearly the same as those for the winter of 1853–54.

I have the pleasure of adding to these particulars a letter from the Rev. Harvey Goodwin, the secretary, which speaks in the most satisfactory terms of the general success of the school. I only regret the impossibility of entering into the details of many of the cases to which he alludes.

My dear Sir, 3, Benet Place, 24 November 1857.

I promised the other day to send you something like a summary account of the fruits of the Cambridge Industrial School, and I will now endeavour to perform my promise. Having been one of the original promoters of the school, and having acted as its secretary from the beginning, I may perhaps be liable to the danger of over estimating its beneficial results and not seeing its defects; our annual reports will, however, show that there has never been any desire on the part of the Committee to conceal the fact that in some instances their efforts, or rather those of the master, have been apparently altogether ineffectual.

The school has now arrived at something like a permanent condition, so far as numbers are concerned. It may be stated that about seventy boys receive, in greater or less degree, the benefits of the school annually; some of these are with us for only a short time, and then obtain employment; some have been with us year after year when out of work, preferring the labour and instruction of the school to temporary idleness; some continue during the whole year, in the same manner as boys in ordinary schools.

The constant effort of the master is, of course, to get the boys into good permanent employment; hence the school is regarded as most efficient when its population is most rapidly changing; and it rarely contains precisely the same set of boys two weeks together.

We endeavour, as far as possible, to keep our eyes upon those who have left the school and got out into the world; and in many cases the boys themselves maintain an intercourse with the master by letters full of affection and gratitude. Indeed, nothing can be more striking than the influence obtained by the master over the boys while in the school, and the attachment exhibited towards him by those who have left; I have seen letters written by soldiers and sailors, during the Crimean war, in the spirit of dutiful children. It is right to acknowledge that to his Christian zeal and great discretion the success of the school is mainly due.

There would be an obvious impropriety in entering too minutely into the histories of boys who have been especially indebted to the school. But I may mention that one young man formerly with us is a catechist under the Society for the Propagation of the Gospel, one is advancing rapidly in the army, several have done well in the navy, several have become peculiarly valuable as domestic servants, and a good many have been apprenticed. Many of these are cases in which it may be said that (humanly speaking) the result must have been painfully different if there had been no such institution as the industrial school.

There are two remarks which I should like to add concerning the plan of this school.

In the first place it is not liable to the objections (whatever they may be worth) which are sometimes made against reformatories. Crime is no condition of admittance; we take in any boy who thinks it worth while to give us his labour and submit to the discipline. We have instances of boys who have been detected in crime, while with the majority it is otherwise; but we have reason to know that there is often quite as much to reform in those who are not technically criminal as in those who are.

In the second place, the grand secret of the moral influence of this school seems to me to lie in the companionship of the master with the boys in the field as well as in the school-room; he sees their characters and knows their faults and their virtues better than an ordinary schoolmaster possibly can know them; the field suggests lessons for the school-room, he is able there to speak of what he has actually seen and heard, and to adapt his warnings and advice to cases which he has actually studied. I cannot help thinking that in other schools, not technically industrial, great advantage would accrue from introducing an industrial element, not only because the change of occupation would benefit the boys both in mind and body, but because the master would have opportunities of observing the characters of his pupils, which he cannot have in the midst of the stiff discipline necessary to study indoors.

I hardly know whether this letter contains what you want; but our annual reports, which enter into a good deal of detail, may be had by any one who will write for them to myself, or to the master at the school.

Believe me, &c.
(Signed) H. Goodwin.

The Rev. D. J. Stewart,
Her Majesty's Inspector of Schools.

This general progress, to which I beg to call your Lordships' attention, entitles me to say that the means of elementary instruction placed within the reach of the labouring classes of this district have been considerably improved during the past year; for I do not fear to assert that those schools which are taught by teachers trained for their work, under that system which your Lordships' Minutes have originated, are far more efficient than those which are hampered by the traditions of a nominal system of education which is gradually disappearing. It is, perhaps, true that there are many who dissent from so comprehensive a statement, but I must be allowed to question the justice of any attempt to depreciate the general value of normal instruction. The managers of schools, and private persons who have undertaken to advance the work of elementary education in this country by large sacrifices of time and money, are numerous enough to speak with authority, from their experience, of the general wisdom of that public policy which others affect to doubt. The criticisms most hostile to successful measures come from those who have stood aloof, and had no share in promoting their efficiency. The real subject of inquiry is not whether training colleges have reached that point of efficiency which leaves no room for improvement, but whether they have done all that could be expected from institutions commenced for the first time in this country, supported with lukewarmness, and opposed with much unnecessary jealousy. If their history were known, it would, most probably, be found that many of these institutions have had to make way, not merely with a want of external co-operation, but with an irregular and inadequate supply of students, imperfectly prepared for any special course of normal training. These are circumstances which ought never to be overlooked. That masters and mistresses holding certificates of merit are not always able to meet the requirements of their employers, that all are not equally ready to meet and overcome the

difficulties of school keeping, that some show in dealing with managers infirmities of temper common to human nature, that some fail more seriously, and are wanting in all real feeling of the responsibility of their position; all this, and more than this, must be admitted. But these exceptional cases prove only the need of training. Nor is this all that can be said on the part of training colleges. They have undertaken to show the superiority of a scheme of national education which provides that teachers shall be specially trained for their work. But in smoothing over the obvious difficulties of a transition from an effete system of elementary education to one promising reality and vigour, a certain amount of courtesy and consideration on the part of school managers was absolutely necessary to the success of young persons called on to encounter all the jealousies and heart-burnings attendant on a new system. And unless it can be shown that the teachers sent out from training colleges have always met with a due consideration for their youth, for the circumstances of their education, and for the many small trials which are common to all entering for the first time on the duties of a new position in life, I conceive that they ought not fairly to bear the whole of the censure cast on them. Many of these young persons have spent all their savings to qualify themselves as teachers; many have worked hard for years to gain the distinction of a certificate of merit, and they may, with justice, ask to be treated as any other class of skilled workers,—with higher rates of remuneration, and greater consideration than those who have called themselves teachers, only after signalizing themselves by failure in all other employments. It may be quite true that all do not possess the special qualifications desirable in teachers. The principals of training colleges, with whom I have discussed these points, know full well the imperfections of their students, but were it possible for them to admit the reasonableness of all the requirements of those who apply to them for masters and mistresses, they would still have to contend with the difficulty of devising any practical possible means of foretelling how each student will turn out as a teacher under all the varying circumstances of schools, especially as the general outline only of those circumstances can be known to them in selecting students for particular posts. With all that knowledge of character which may be gained in the daily intercourse between a student and master, it is not possible that the authorities of these institutions should possess the power of guaranteeing the practical success of young persons left, as they too often are, at an early age, to act promptly, on their own responsibility, in matters requiring tact and judgment All these inevitable difficulties have been to some extent aug-

mented by the want of co-operation between the authorities of normal institutions, and the managers of schools through whose hands a great proportion of the supply of candidates for training annually passes; for, to quote the report of one of the inspectors of training colleges:—

"The pupil-teachers, in not a few instances, get the barest justice; some of them enter the training colleges so deficient in elementary knowledge of grammar and arithmetic that it is necessary to put them through a special course before allowing them to attend the regular college lectures; and even those who are not deficient in attainments are very often so deficient in all true cultivation and development of faculties as to unfit them for obtaining the full benefit of the training through which they pass."—*Minutes*, 1856-7, p. 708.

The passage which I have quoted is a heavy censure on those who have made themselves to any extent responsible for the general education of apprentices employed in their schools, and I take this opportunity to urge the schoolmasters and mistresses, who are engaged in the district to which this report refers, to give this branch of their duty very careful consideration.

There are in every case of apprenticeship certain general features which every teacher is bound to consider with especial care, viz.:—

A.—The selection of candidates.
B.—The preparation of candidates.
C.—The instruction of apprentices in the subjects named in the broad sheet.
1. The time and place of giving instruction.
2. The methods of of instruction.
3. The time assigned to each subject.
4. The regular examination of each apprentice.
D.—The instruction of apprentices in the practical work of teaching.
E.—The general influence on the character of an apprentice which every teacher possesses.

It is impossible to do more than indicate these several points without writing an essay on teachers' duties. Discussions on such practical questions cannot with propriety be introduced into the reports which it is my duty to lay before your Lordships, nor indeed would it be possible to enter with any precision on the details of the subject, without encroaching on the special business of training colleges. The whole object of these remarks will be gained if I am fortunate enough to persuade teachers that their duties embrace a very wide sphere, and that they voluntarily occupy a position of great responsibility. For if a duty is once acknowledged, the difficulties which hinder its fulfilment rapidly lose their importance. This remark has especial reference to teachers educated in training colleges. The students who go out from normal institutions after the strain of two years of close application, have the very strongest temptation to fall into the error, that they may for the future be content with the honorable place they have won for themselves, instead of remembering that they are now entering upon life in real

earnest, and that the value of anything they may have previously acquired remains to be tested by their success in the midst of practical difficulties. The certificate is too often regarded as an end in itself, instead of a means to an end, and the pressure necessitated by its requirements, the publicity of success, the facility of comparing results among the several institutions by the criterion of the Christmas examinations, have a powerful effect in stimulating undue exertion, and in giving an undue importance to literary attainment. How far this may be gradually modified is another question. After such periods of unusual excitement it is natural to seek for rest, but rest may degenerate into apathy, and the teacher's work may sink into a mere mechanical routine. But it is not thus that difficulties are met. Every teacher *must* have difficulties, and they can be met only by that earnestness of character which distinguishes the true worker from the false.

"Self-sacrifice is the law of life. The surrender to duty of all that is dearest, and the yielding to that duty with joy, are the means by which, on a small scale or on a large, great moral steps are made. Of this training, and the struggle that it costs, all partake, all obey, resist, or slip meanly by. They who escape the contest have no certain honor among men, no peace in themselves. In them is no spirit of content. The child that has learned the spirit of obedience and of faith, its corner stone—that has grown up in it—that has the settled purpose of preferring duty in all things to his own desires—that, in a word, follows the guidance of the Gospel—that child grows to be a happy man, blessing and blest. All things that can take root in him bear fruit according to his opportunities and powers. His intellect expands, if intellectual development be his sphere; but it expands harmoniously. His handiwork, if handiwork be his lot, is good work—work that satisfies his own love of truth, and the need of employer. Whether the growth of his intellect, or the skill of his hands be his aim and duty, his affections and his passions are warm, but are under the control of reason. Nothing can compensate to man for the loss of this culture; without it his intellect, however furnished—his manual skill, however applauded—leaves him sorrowing in heart, dissatisfied, restless."—Acland on *Health, Work, and Play*, pp. 21, 22.

I have the honor to be, &c.

D. J. STEWART.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. D. J. STEWART.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions*, held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	122	51	41	26	55	7,774	6,227	7,917	5,526	19,902	128	229
Simple Inspection	9	2	1	1	7	289	273	309	253	813	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	8·05	7·66	9·74	11·98	13·	12·53	10·91	9·53	6·83	5·16	2·77	1·84
Simple Inspection	14·66	14·33	10·75	14·01	8·47	9·77	8·14	6·84	4·23	3·26	2·61	2·93

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	34·82	22·56	17·63	11·03	7·22	6·74
Simple Inspection	41·79	58·21	—	—	—	—

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 157 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	140	7	140	2	—	5	—	—
Catechism	140	7	140	2	—	5	—	—
Reading	141	7	139	6	2	1	—	—
Writing	141	7	140	6	1	1	—	—
Arithmetic	140	7	135	2	5	4	—	1
Geography	115	2	108	1	7	1	—	—
Grammar	103	2	98	1	5	1	—	—
History	17	2	14	—	3	—	—	2
Music from Notes	2	—	2	—	—	—	—	—
Drawing	—	1	—	—	—	1	—	—

SUMMARY *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	169	2	-	164	7	-	164	7	-	145	15	-	160	8	-	165	3	1	143	-	-
Simple Inspection	7	2	1	5	5	-	7	3	-	3	5	-	2	7	1	8	2	-	-	-	-

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 105 (Annual Grants) + 4 (Simple Inspections) = 109* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	1,812 14 9	4,936 13 2	3,430 5 5	1,736 2 3	11,915 15 7	1 0 4
Simple Inspection	—	124 14 0	58 18 7	12 2 3	195 14 10	0 16 4½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 105 (Annual Grants) + 4 (Simple Inspections) = 109* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	8,815 16 9	852 5 8	2,788 12 6	12,456 14 11	1 1 3	11,720
Simple Inspection	204 16 3	6 14 3	30 16 2	242 6 8	1 0 3½	239

SUMMARY *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants	85 4 3½	56 6 3½	57 5 10½	36 10 1½	48 9 5	34 6 0
	Simple Inspection	—	62 10 0	—	32 10 0	—	—
Number on which average is taken	Annual Grants	65	13	50	13	12	18
	Simple Inspection	—	2	—	2	—	—
Number provided with house, or rent-free	Annual Grants	46	6	40	7	9	9
	Simple Inspection	—	1	—	2	—	—

* The number of schools inspected during the year was 131; but from 22 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY *f.*

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of these Children paying per Week.				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	100	15,628	67·81	25·28	3·83	1·57	1·51
Simple Inspection	4	354	64·41	32·49	1·41	—	1·69

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. W. WARBURTON, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* BERKS, HANTS, *and* WILTS, *and in the* ISLE OF WIGHT.

MY LORDS, Winchester, September 1857.

I HAVE the honor to submit my general report for the past year on the Church of England schools in connexion with your Lordships' Committee, in the counties of Berks, Hants, and Wilts, and the Isle of Wight. The particular details respecting the condition of each school actually visited by my colleague or myself will be found in our tabulated reports, which will be sent to every inspected school in the district.

Out of 425 schools liable to inspection, 262 are there reported on, of which 184 are in the receipt of annual grants, and most of the remaining schools have been visited with a view to ascertaining how the sums granted by your Lordships for books, apparatus, or building purposes have been turned to account.

Although it is not in my power to direct your attention to any decisive advance in the education movement in the above counties during the past year, I am happy to be able to report a continuance of the steady progress which elementary schools have made during the six years that I have been connected with this district. Some new schools have sprung up in localities where none at all existed formerly; many hitherto below the standard at which aid under your Lordships' Minutes is available, have so increased in numbers and efficiency as to be able to take advantage of them; and two or three during the past year have taken rank among first class elementary schools. Some few, on the other hand, have fallen back, and among these I regret to have to include the well-known village school of West Ashton, the attendance of children in which is now reduced from 250 to 30 or 40, superintended by an uncertificated mistress of the old school, without pupil-teacher assistance. For reasons unconnected with the success and prosperity of the school, which continued up to the last,—with the exception of a temporary break-up on account of an epidemic,—the liberal and enterprising manager found it expedient not to reassemble all the former scholars in the National school, but to withdraw the children whose parents did not belong to the parish, and to place them in two boarding-school establishments, which, from the rate of payments and other reasons, are out of the sphere of Government

inspection. His design is to establish thoroughly good middle schools for both sexes, at a moderate charge, and he has set about this undertaking with the same energy and liberality which characterized his management of the National schools, and has made and is making a large outlay in the erection of suitable buildings for the accommodation of the scholars, and in the engagement of the most efficient teachers whom he can procure.

The number of certificated teachers employed in Church schools in this district has increased during the year from 126 to 186. There can be no doubt that the conditions of the capitation grant have acted most beneficially in offering a direct inducement to managers to secure the services of registered or certificated teachers; and every day's experience confirms the wisdom of the course pursued by your Lordships in declining to recognize teachers who fail to reach the very moderate standard of attainment required to obtain registration or the lower class of certificates of merit.

Almost all the schools now in regular receipt of annual grants are actually provided with certificated or registered teachers. Of the former the majority are younger than might be desired, and though it is difficult to overrate the good effects of the discipline enforced and the habits acquired by them while students at the training institutions, when they are brought to bear upon their own schools, yet the unripe age at which a large proportion of our teachers undertake sole charges cannot be regarded in any other light but as a serious evil. The young teachers who enter upon a school directly after one or two years' residence at a training college, find themselves in a most critical and difficult position, and that they are able to steer clear through the difficulties which beset them at the outset of their career is itself strong evidence of the excellence of the preparation which they have had. But no care and forethought on the part of the lecturers and other authorities of the training colleges can possibly be expected to forewarn and forearm their pupils for every contingency which may arise, when they find themselves suddenly placed in the responsible and insulated position of school teachers. They have, it is true, been carefully instructed in the details of their duty, their ability to organize and classify has been to a certain extent tested by examination, they have written numerous essays on subjects connected with the art of teaching, and have had their minds concentrated for a considerable time on the work before them; but the first real demand upon a teacher's powers is made when he finds himself in a strange school-room, surrounded with unfamiliar faces, and he is called upon to turn his previously acquired

theoretical knowledge to account, in setting this complicated machine to work in the best manner. Judicious suggestions may, of course, be of great service to a young person so situated, but he *ought* to be, and in fact will generally find in practice that he *is*, left to make his own way, and buy his experience; and it is really an anxious thing to see a young person, perhaps a few years further on in life than the eldest of the scholars, placed in authority over all the young assembly, the object of their unconscious imitation. Those only who spend the greater part of their lives in passing out of one school into another can fully understand how true it is that the school is the reflection of the teacher's self. As children become in time so familiarized with the inanimate objects which surround them in the school-room in which they spend a considerable portion of the most impressible part of their lives, that they can recal the whole picture to the mind's eye at any future time; so, but in a far more subtle manner, does every gesture, every tone of voice, every trait of the teacher whom they are accustomed constantly to look up to, become as it were a part of themselves. To have succeeded, by God's blessing, in creating a healthy moral tone in a newly established, or in a previously neglected school, is a work of incalculable value, and an achievement above all praise; but it is, over and above this, an evidence of character of the most trustworthy kind,—for candour, reverence, unselfishness, love of work, and whatever other elements combine to make up moral tone, cannot be imparted from teacher to scholar by any intellectual process, but must be imperceptibly imbibed.

It is my own conviction that nothing could be more convincing to anyone who was doubtful of the beneficial working of the pupil-teacher system on the personal character of the apprentices themselves than to have an opportunity, such as most of Her Majesty's Inspectors have had, of observing the progress of apprentices from the period of admission up to the time of their entering upon the charge of a school. At first mere children,—shy, awkward, and perhaps not very promising in many respects,—he would observe them,—and the change is, of course, more striking to one who witnesses it at intervals of a year than to those who watch over their progress day by day,—improving in mind and manners, and growing up into steady, self-possessed, and earnest young men and women, and at last, diffidently perhaps, but courageously and faithfully, grappling with the realities of work, having now become the centres and motive powers of schools of their own. Notwithstanding, however, the excellent auspices under which our young school masters and mistresses undertake their duties, it must be borne

in mind that to the head or sole teacher in a school experience gives an advantage, for the absence of which no natural or acquired qualifications, and no amount of self-dedication can compensate. I look forward with confident hope to the time when we shall have so large a staff of trained teachers in the country, that all young schoolmasters and mistresses will reasonably be expected to begin their work under the eye of an elder and more practised person, not as an assistant under the Minute of the 23 July 1852,—which has seldom, so far as my experience enables me to judge, worked satisfactorily,—but as a second certificated teacher. This arrangement has, I see by recent correspondence, received the special approval of your Lordships.

Although most of the better class of schools have now become entitled, on account of Queen's scholarships gained, to a larger number of pupil-teachers than formerly, the increase in the total number actually employed hardly keeps its due proportion with that of the schools becoming claimants for annual grants. This, however, I believe to be in some measure attributable to the fact that the managers of schools have learned by experience how much trouble and disappointment they prepare for themselves by bringing forward as candidates any young persons of the required age, who may manage to pass the entrance examination when a vacancy occurs, and they are beginning to be very cautious in recommending any but those who, in addition to fair abilities and attainments, really show signs of adaptation to the work of teaching. It happens much more frequently than it used to happen that a vacancy is left for a year or more in the staff of pupil-teachers in order to secure a boy or girl of more than ordinary promise and with a decided predilection for the work of teaching. And in connexion with this observation I may remark that the number of pupil-teacher apprentices who are likely to abandon the profession of teaching on completing their fifth year has, so far as my observation extends, shown lately a marked tendency to decrease.

I regret to have to say that none of the measures which have been adopted to secure a more regular and a longer attendance at school, or perhaps I should rather say to arrest the retrograde tendency in this respect, have as yet produced any perceptible result in this part of the country. Your Lordships have made it understood that capitation allowances will be granted on behalf of scholars above the age of ten years who shall have attended school for eighty-eight whole days in the year (being half the time required in the case of ordinary scholars), provided that a regular plan is submitted by which it can be shown to your satisfaction in what manner it is proposed

to provide for the alternation of lessons in school with ordinary labour out of doors. No such scheme has yet been submitted in any instance with which I am acquainted, and indeed it would seem that there are practical difficulties of an insuperable kind in the way of getting children of such an age to attend school in the intervals of labour. Night schools are the only means by which this desirable result can be said in any sense to have been accomplished; and I am happy to be able to state that such schools have been taken up with much interest, and are at the present time very commonly found in connexion with the ordinary day school in this part of the country. These schools are doing a most important work, with moderate success; there is great difficulty experienced in finding teachers for them, and they seem to want the characteristic of permanency, and to depend even more upon the exertions of individuals, than schools of another class. In cases where the parochial clergy do not take the teaching upon themselves, and it is hardly to be expected that they could continue to do so generally, the maintenance of the night school becomes a new and serious drain upon local funds; and, though the assistance already offered by your Lordships is highly appreciated and very generally taken advantage of, there can be no doubt that an extension of the provisions of the Minutes, affording larger facilities for establishing and supporting night schools, would be felt to be a very great boon.

The assistance of my colleague, the Rev. R. E. Hughes, has enabled me this year to furnish detailed information respecting a greater number of schools than have ever been reported on to your Lordships in the counties of Hants, Wilts, and Berks. There still remain about as many more which are strictly liable to inspection, (not to mention those which have recently invited it for its own sake,) which I do not see any prospect of our being able to visit either in the next or in any future year without more help. I venture to repeat once more the expression of my strong conviction that in no other way would the extension of the operation of your Lordships' Minutes be brought about so effectually as by giving your Inspectors the means and opportunities of visiting schools hitherto unapproached by them; one of the main obstacles to a general acceptance of your Lordships' assistance being an undefined apprehension on the part of the managers of involving themselves in correspondence with a public office, an apprehension which disappears as soon as they come to communicate personally with an individual deputed to attend upon the spot, and enter into the particulars of the case. The first visit of an Inspector to a school, followed as it is now generally, since the Capitation Minute,

by a tangible earnest of the advantages to be derived from union with the Committee of Council, forms a most excellent introduction to the school, and it is not too much to say that it generally results in the adoption of a better system of organization and a higher standard of instruction, accompanied by a very material improvement in the buildings, internal fittings, books, apparatus, and other necessary appliances of an efficient school, as it becomes evident that, by taking steps towards entitling themselves to the capitation grant, the managers may introduce important improvements with the same or with a very slightly increased demand upon local contributions.

I have the honor to be, &c.

W. WARBURTON.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. W. WARBURTON AND REV. R. E. HUGHES.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	203	71	69	49	120	14,462	12,921	11,871	10,348	35,153	194	423
Simple Inspection	29	7	7	3	19	833	960	853	901	2,416	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	8·09	8·33	10·01	11·39	12·39	12·32	11·05	9·87	7·14	4·79	2·81	1·31
Simple Inspection	16·97	15·54	12·07	10·94	11·14	8·28	6·75	8·59	4·81	3·17	1·74	—

(2.)—Who have been in School.

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	34·14	20·78	17·	11·7	8·5	7·88
Simple Inspection	32·54	18·25	21·94	17·11	5·4	4·76

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* NOT *include Infants.*)

Number of Schools, out of 293 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught: Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	235	29	223	28	11	1	1	—
Catechism	240	31	229	30	9	1	2	—
Reading	246	33	235	28	10	5	1	—
Writing	239	31	220	27	18	4	1	—
Arithmetic	238	30	212	24	24	6	2	—
Geography	222	19	209	16	13	3	—	—
Grammar	195	11	183	11	12	—	—	—
History	47	—	43	—	4	—	—	—
Music from Notes	27	1	26	1	1	—	—	—
Drawing	8	—	7	—	1	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	292	11	1	293	10	—	267	26	10	239	6	—	282	17	3	285	16	—	133	4	2
Simple Inspection	34	2	—	28	7	—	29	4	2	20	9	1	25	9	—	32	2	1	1	—	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 184 (Annual Grant) + 9 (Simple Inspection) = 193* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants	£ s. d. 1,247 16 10	£ s. d. 9,050 13 1	£ s. d. 5,362 10 10	£ s. d. 2,187 4 11	£ s. d. 17,848 5 8	£ s. d. 0 17 4
Simple Inspection	20 0 0	141 0 8	140 8 2	87 13 7	389 2 5	0 14 7½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 184 (Annual Grants) + 9 (Simple Inspection) = 193* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
Annual Grants	£ s. d. 14,079 17 4	£ s. d. 1,317 0 7	£ s. d. 3,944 12 0	£ s. d. 19,341 9 11	£ s. d. 0 18 9½	20,595
Simple Inspection	321 7 0	26 4 10	55 9 0	403 0 10	0 15 3½	525

* The number of schools inspected during the year was 232; but from 39 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants	£ s. d. 86 0 4½	£ s. d. 48 13 2½	£ s. d. 56 1 5½	£ s. d. 35 15 6½	£ s. d. 56 1 11½	£ s. d. 30 3 5½
	Simple Inspection	—	36 0 0	—	24 13 4	—	30 0 0
Number on which average is taken	Annual Grants	106	33	70	34	9	23
	Simple Inspection	—	5	—	3	—	1
Number provided with house, or rent-free	Annual Grants	80	27	44	25	5	11
	Simple Inspection	—	5	—	2	—	—

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	164	23,773	63·77	28·38	3·8	1·84	1·71
Simple Inspection	8	618	43·85	44·5	10·52	—	1·13

APPENDIX B.

SIR, Winchester, 9 March 1857.

I HAVE the honor to inform you that, in accordance with instructions received from you on the 19th of February, I examined the East Grinstead Endowed School on Friday last, the 6th instant, that being the day named by the Charity Commissioners for the purpose of holding their inquiry.

The East Grinstead School was founded and endowed as a Grammar School, but its original constitution was superseded by a scheme approved by the Court of Chancery in the year 1846, by the first clause of which it is provided that, "in lieu of the Greek "and Latin languages, there shall be taught in the said school reading, writing, and "arithmetic, the Catechism of the Church of England, and the Holy Scripture."

I examined the school with a special reference to this scheme, and quite irrespectively of the ordinary standard of elementary schools claiming grants from the Committee of Council on Education, with which it does not challenge, and certainly would not bear, comparison, either in respect of the range of subjects taught, or of the methods of teaching them.

I have now to state the results of this examination.

1. *Religious Knowledge.*—The children repeat the words of the Church Catechism with remarkable fluency and correctness, and seem to be fairly well acquainted with its meaning. They have evidently been instructed in it with considerable pains, but in this subject, and also in Scripture knowledge, they showed a want of thoughtfulness and intelligence in dealing with questions put in a form with which they were not quite familiar. The higher boys appear to be acquainted with the leading truths of Christian doctrine and practice, though they are behindhand in their knowledge of the facts of the Gospels, and by no means so much at home as they might be in the history of the Old Testament.

2. *Reading.*—The boys are required, as a qualification for admission, to know the letters of the alphabet. The junior class, consisting of three, are learning to put two or more letters together, and the senior class are reading in the New Testament. The boys appeared to me to advance evenly and rapidly through the earlier stages of learning to read, but I was disappointed with the progress of those who had been longest in the school. Though they are not wanting in accuracy and fluency, they have not learnt to read as if they understood the meaning or felt the force of the sentences, and their tone of voice is more than ordinarily monotonous and inexpressive. I attribute this in a great measure to the circumstance that the reading exercises are always taken from the Bible; no secular book being employed for this purpose in the first or second class.

3. *Their writing* in copybooks is neat and regular, but the boys of the first class did not seem to me to be so frequently practised in writing a small running hand as children of their age should be. This appeared conspicuously in their exercises on their slates, in which they produced large and sprawling letters occupying much space, instead of a neat and compact hand writing. Their first exercise, that of writing from dictation out of a book, was unsatisfactory, but they succeeded better with an easier passage which I afterwards gave them, and better still in writing out a portion of the Catechism from memory. The master does not profess to give them exercises in original composition.

4. The boys are not very forward in *Arithmetic;* none of them had been carried beyond the compound rules, nor had any learnt to work sums in division, either simple or compound. However, as far as the instruction in this subject goes, the children's knowledge of it is even, sound, and intelligent, most of them being able to work a sum in the rule which they are learning with tolerable readiness and certainty.

5. *The Discipline* of the school, so far as I could judge, does not seem to be very systematic or precise, but the children are in general well-behaved, though I regret to say that they show a disposition to copy from and look over each other, which is, unhappily, common among schoolboys, but which *may* be successfully combated by a master of judgment and determination, who is resolved to establish a high moral tone amongst his pupils.

6. I much wish that I had it in my power to make a more satisfactory statement respecting *the condition of the school and the results of the master's work.* The boys not being admitted to this school till they know their alphabet, the master escapes the drudgery and loss of time involved in teaching the letters, while it would seem that his scholars remain under his instruction rather longer than in most elementary schools in the country; the average age of the first class being about ten years and eight months. Again, in the comparative regularity of the attendance of the children, he enjoys an advantage over other elementary school teachers. I see by his return that more than two-thirds of the children have attended 176 days and upwards in the past year. On the other hand, it must be borne in mind that the master has conducted the school ever since his appointment in 1831, without any assistance whatever; he has not, and does not appear ever to have had, the advantage of the most ordinary appliances now deemed necessary for the efficient conduct of a school; and the room in which the children are taught is by no means well-adapted for the purpose, being low, and unevenly lighted, with the principal window looking upon the main street of the town. These are, no doubt, formidable drawbacks, and due allowance should be made for them; nevertheless, I am bound to say that, taking into consideration the age up to which the boys remain at school, their not being admitted till they know their letters, the comparative regularity of their attendance, their limited numbers, and the very narrow extent of the course of instruction prescribed by the scheme upon which the school is conducted, I am of opinion that the trustees might reasonably expect the subjects undertaken to be thoroughly well taught, and this I cannot say they are. For, even supposing that the master, not having an ambition to keep up with the requirements of the day, takes his stand upon the literal wording of the first clause of the scheme of 1846, I do not think that he ought to be satisfied if any boy of ordinary capacity should complete his time at the school without having the first four rules of arithmetic, simple and compound, at his fingers' ends, and some knowledge of the rule of three, practice, and casting of accounts. Every such boy should certainly have been taught how to read with fluency and expression in any popular work of general information, and be able to put on paper, with correct language and spelling, his own ideas on a few simple subjects of every-day experience. Whatever interpretation be put upon the expression "teaching the English language," it cannot, in my humble judgment, be said to be taught in a school where the children do not learn to read in any more advanced secular work than the National Society's *first* book, are not taught to distinguish the parts of speech from one another, or even vowels from consonants, and have no exercises in original composition of the simplest kind, to practise them in the use of their language, and in putting words correctly together in the manner required in writing a letter or in ordinary conversation.

I am not of opinion that the present state of the school would bear out a charge of culpable neglect on the part of the master; but, on the other hand, I do not think that it admits of any question that he has allowed boys to pass out of his hands, after having completed their time at the school, with a less amount of attainment than he might have done, had he combined in himself the two conditions of perfect competency for his post and unwearied diligence in the discharge of his duties.

I have the honor to be, &c.

(Signed) WILLIAM WARBURTON,
Her Majesty's Inspector of Schools.

To the Secretary of the Education Department.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* REV. G. R. MONCREIFF, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* NORTHUMBERLAND, CUMBERLAND, DURHAM, *and* WESTMORELAND.

MY LORDS,

I BEGIN this report where I ended my last; with noticing the early withdrawal of children from school, and their irregular attendance while there. Nothing new can now be said on this theme; but the fact has met me so often in the course of the year, that I cannot but give it precedence and prominence in my report. It is hardly necessary to take much pains to prove it. The official summaries show that, of the whole number of children "on the books" in inspected schools in this district, only about 30 per cent., or less than one-third, are above ten years of age; about 11 per cent. above twelve, and less than 2½ per cent. above fourteen. I admit that this is not the fact most important for our purpose; it is not the fact we need, nor very closely connected with it. (*See* my remarks in *Appendix* B.) But, in the absence of more complete statistics, it may serve to give a glimpse of the real state of the case. Of the large sums raised from all sources for educational purposes, *seven-tenths* are in this district spent on little children under ten years of age, and hardly *one-fortieth* on those who are likely to receive permanent impression. If this return could be analysed according to the character of different localities, it would exhibit some striking contrasts. Such an analysis is at present out of my power; but I have gone a little way in that direction, with results which I will exhibit immediately. Meanwhile, there is one point which I wish to mark emphatically. The question is often argued, as if the friends of education were contending for a very prolonged period of instruction,—as if they complained of the removal of children at thirteen, fourteen, or fifteen years of age. Now, waiving the question of abstract desirableness, I for one should feel it to be a great point gained, if we had the mass of our children till twelve, and a fair proportion till thirteen or fourteen. Whatever our *desires* may be, this is at present the utmost measure of our *hopes*. There is no progress at present in this direction. Yet many profess themselves satisfied with the state and prospects of education! It is difficult to avoid the suspicion that the cry to let well alone, and trust all to the operation of your Lordships' grants, is but the echo of the

older and now nearly obsolete cry to beware of over-education. Those who now deprecate any interference with present machinery are not often those who stood by it, when its friends were few. From other quarters we are told that the true cause of the evil is the badness of existing schools, and the true remedy, therefore, a more abundant supply of well-regulated places of instruction. The question here raised has a most important bearing on the whole subject of national education. Leaving others to consider its application to the country at large, I shall now give some reasons for doubting its correctness, as regards the Northern district. In the first place, there is the broad general fact that all our efforts to improve the quality of instruction are not producing the slightest effects in raising the standard of age.* I do not know how this argument is met. It has been so often stated that it is hardly possible for any one to overlook the assertion; and the proof of it is so strong that it cannot be passed by as unimportant. I can conceive of only two possible replies. Either it may be said that our trained teachers are *not* superior to their predecessors, that they are over-taught, conceited, unpractical, and unpopular. Or, admitting their efficiency, that their schools are still few among the many, and that while so many remain unreformed, no effect can be produced on the general returns by the operation of a few good schools scattered here and there among the mass. To this last assertion the summaries of the present year enable me to give a complete reply. The return of the ages of children is, for the first time, divided into two; one for annual-grant schools, one for those under simple inspection. The former class includes, of course, *all* those under certificated teachers, *all* in which pupil-teachers are employed, and *all* receiving capitation grants. In the latter, the teachers (with three or four exceptions) are untrained, and the system is, for the most part, such as was common before the Committee of Council came into existence. Here, then, is a fair comparison. If good schools produce a high standard of age, we ought to find that in the better class of schools the average age is actually higher. What is the result? Without going into all the details, take the per-centage over ten, over twelve, over fourteen. In every instance the inferior class of schools have the advantage! They have

Over ten,	31·	per cent. against	29·3
„ twelve,	12·8	„	„	10·9
„ fourteen,	3·4	„	„	2·1

* The per-centage of children over 10 was in 1854–5; 31·85.
„ „ „ 1855–6; 32·05.
„ „ „ 1856–7; 31·4.

It almost seems that the *worse* the school, the longer the children stay! I have tried to test this result a little more closely. I have taken twenty-four schools (departments) as samples of the annual-grant class. They were, on the whole, among the best I had inspected, omitting all which had been very recently organized, and one or two of the very best, which have peculiar advantages, and are therefore not fit subjects of comparison. The samples are confined to Durham and Northumberland, but are taken from every quarter, and almost every important town of those counties.

The general result from these twenty-four schools is this :—

—	In the Twenty-four Schools. (Annual Grants.)	Whole District. (Simple Inspection.)
	Per cent.	Per cent.
Over ten, all ages -	37·5	31·
„ twelve, „	15·2	12·8
„ fourteen, „	3·1	3·4

There is a difference, on the whole, in favour of the selected schools. But (1.) is it, on the face of it, sufficient to show that they gained in age by advancing in merit? Were this the cause, ought not the difference to be far more strongly marked? Then (2.) there are no infant schools among the twenty-four. This alone affects the per-centage of older children to the extent (probably) of at least a twelfth. That is, 31· per cent. on the whole number, *including infants*, is probably not less than 34 per cent. on the number in juvenile schools. Further (3.) if we divide the twenty-four into three classes, (those in agricultural parishes, those in *towns*, and those in *mining*, and other specifically *industrial* places,) we see clear evidence of the true cause of variation :—

—	Over Ten Years of Age.	Over Twelve Years of Age.	Over Fourteen Years of Age.
In 8 agricultural schools, the rate per cent. is	46·8	23·1	5·8
„ 5 town „ „ „	36·7	11·8	1·2
„ 11 industrial „ „ „	31·2	11·2	2·

These figures speak very plainly. The sole law of variation is the demand for labour. In the country, children's labour is in comparatively small demand: nearly half the year, at least, is free from it; and with country distances to travel, mere infants are not so universally sent to school. Therefore, in the country, the per-centages are high. But turn to towns and industrial populations of every kind, and the best schools

of the district are beaten down, by the absorption of children into remunerative employment, to a lower standard of age than the mass of inferior schools! So far cause and effect seem pretty obviously connected, and difference of quality to have wonderfully little to do with the matter. But the case is stronger still. For (4.) let us observe the progress of things from year to year. I have shown that the numbers were greater, not less, in former years than in this. I am, therefore, understating my case when, for convenience sake, I assume that two years ago the numbers between ten and twelve, and between twelve and fourteen were the same as now.

Schools.	Proportion per Cent. between 10 and 12 in 1854-5.	Proportion per Cent. between 12 and 14 in 1854-5 and 1856-7.	Proportion per Cent. over 14 in 1856-7.	Proportion per Cent. who have left of those who were between 10 and 12 in 1854-5.	Proportion per Cent. who have left of those who were between 12 and 14 in 1854-5.*
8 Agricultural	23·7	17·3	5·8	30	66
5 Town	24·9	10·6	1·2	57	88
11 Industrial	20·	9·2	2·	54	78
Annual Grant (Whole District)	18·4	8·8	2·1	52	76
Simple Inspection (Whole District)	18·2	9·4	3·4	48	63

The comparative results are these:—

The *best* agricultural and town schools do not lose their scholars *quite* so largely before ten years of age as the mass of inferior schools.

The *best* in industrial places are in this respect on a level with the mass.

The loss between ten and twelve is nearly equal in the best schools in towns or industrial places, and in the mass of all kinds the best agricultural schools keep a much larger proportion.

The loss between twelve and fourteen is greatest in towns, least in the mass of the very worst schools, and less in the country than in industrial places or annual-grant schools generally.

It is, I venture to say, impossible to reconcile these facts with the idea, that the early withdrawal has any connexion with the defects in existing schools. Tried by this theory, they are capricious, conflicting, unintelligible. But the moment we recognize the *labour market* as the one dominant influence, all is clear and consistent. Where the demand for

* No account is here made of the handful of scholars who remain till over sixteen.

juvenile labour is great, the per-centage of older children is small; and *vice versâ*.

The ordinary course seems to be as follows:—

A boy in a good country school will generally attend, *off and on*, till ten, very probably till twelve, and sometimes till fourteen. Out of a class of nine at ten years of age we may find six two years after, and two after a second two years.

In a good town school he may not improbably leave before ten; it is an even chance whether he does or does not leave soon after ten, and almost certain that he will leave about thirteen.

In a good school in a seaport or mining, or manufacturing place, he is still more likely to leave before ten; if he reaches ten it is still an even chance whether he reaches twelve; but if he stays so long there is rather more likelihood of his remaining for another year or two.

In an ordinary "fair" school the chances at each stage are very nearly the same as these last.

In an inferior school, his chance of remaining from ten till twelve, and from twelve till fourteen, is decidedly the best of any.

It will be seen that I do not insist on what has often been asserted, that children are sooner withdrawn from good schools, because they reach so much the sooner the standard of attainment which satisfies the parents. This is no doubt true in many cases, but I doubt its being one of the chief causes of the present state of things. My doubt rests (among other grounds) on the counter-fact, that parents are *not* for the most part soon or easily satisfied that the new is better than the old. I have mentioned this before, but recur to it now, in order to state that, as far as this year's experience goes, there is little or no abatement of the old prejudice. (*See Appendix* E. on this subject.) One of the best worked country schools in my district has gone down in numbers, whilst children are travelling double distance daily, and paying higher fees, at an old-fashioned and probably much inferior school. In another case, a certificated master's appointment had the effect in three months of reducing the managers to the alternative of a large outlay on a handful of children, or abandoning the experiment as for the present hopeless. The scholars had flown, to be taught at two miles distance by a man alike without character and without skill. These are extreme specimens, but they are indications of a general truth. Our good schools succeed in the country, if at all, not in virtue, but in spite of their order, their strict method, their intellectual vigour, and their religious teaching. In towns they are full, simply because there are generally no other cheap schools, or at least there are enough children to fill them all.

It is a grave question for teachers, managers, and principals of training institutions whether we are doing all that might be done to contend with these prejudices to the best advantage. We cannot, we must not, yield to them. We cannot let farmers or labourers, miners or mechanics, be the judges of our educational work. It is part of that work to educate them all into a sense of what true education is. And, even in higher grades of society, we have earnestly to contend against the low notion of education—I will not honor it by calling it utilitarian—which confounds (to use a now familiar phrase) "school with apprenticeship," and recognizes no gain from school-time except greater aptness for the various handicrafts of life. Opposition from this quarter we must expect, and meet as best we may. We are not trying to make solely or chiefly skilful mechanics or intelligent miners,—no, nor faithful servants; but, God helping us, to train up Christian men and women to fill their appointed place in life, as those who have a higher aim than that of self-interest, and a nobler motive than that of prudence. It is then a struggle; are we carrying it on to the best advantage? Are our trained teachers properly armed for the battle? I have paid great attention to this point during the past year, and give my reply with more than usual anxiety to avoid all over-statement on either side. I can say, *first*, and without hesitation, that the trained teachers in my district are, as a body, doing their work earnestly and intelligently. Of the faults usually ascribed to them I see few traces. Ambitious lessons, with neglected routine work, are very rare; a well crammed first class, with a wide gap below them, is rarer still; a showy superstructure of high attainments without solid foundation, belongs not to them, but to their rivals of the old *régime*. Of the recently trained teachers, I believe I may say that I have found their work *generally* vigorous, *always* honest; the managers have spoken well, *generally* of the school-work, *always* of the personal character. If I were to give any general hint it would be this. Success in this district depends at present far more on personal influence than on knowledge, skill, energy, or earnestness, or on all these combined. Tell me what the man is, intellectually or even morally, and I cannot say whether he will succeed or not. Tell me besides, what he is, as to geniality, frankness, and the power of self-adaptation, and I can be right three times out of four in my estimate of his success. I know that this matter is beset with difficulties, and that our young masters especially are often unfairly judged. In many neighbourhoods, unfortunately, popularity is very difficult without a readiness to show "good fellowship" in the *deteriorated* sense of the word. But difficulty is not impossibility; nor is

popularity the same thing as a wholesome moral influence. I do not think that I have known a case of even partial failure, where a teacher has thrown the whole heart into the work, and been "instant in season and out of season," to win parents and children to the right side. If the teacher keep coldly aloof, and is known only as the giver of lessons and imposer of punishment, it is not wonderful that parents and children on their side should feel no sympathy where none is shown toward them. In these two last sentences I have stated extreme cases; *neither is common.* Our trained teachers are generally liked and respected, even where the system is depreciated. I only mean to point out what should be the teacher's aim, and the *direction* in which might sometimes be found the secret of disappointment. Am I asking for too much? I have no wish to set up an unreal, visionary standard. I do not forget that I am dealing for the most part with young and inexperienced minds, with those to whom teaching is a profession, and from whom I have no right to expect more self-forgetfulness than from any other class of society. But surely I may fairly say so much as this,—"You desire your work to be honorable, and your-"selves respected while doing it. Make it so. As is the "work, so is the worker. If it is mechanical, he is merely a "skilled labourer in a certain craft. If it is simply intel-"lectual, he must be measured by the amount of intelligence "he imparts. Make it more than these, make it an effort at "least towards a moral result, and with the advanced quality "of your labour, your office must rise in public respect. No "man can slight the schoolmaster, who appreciates the moral "worth of education. On others he has no claim for respect, "nor ought he to desire or to value it." In all this I am describing a quality in which our teachers are already honorably distinguished as a class from those who went before them. I hope to see it developed more and more. There are many offices of kindness towards scholars which afford the teacher opportunities of friendly intercourse with parents; more valuable, perhaps, for his ultimate success than the best given lesson or the most judicious time-table. (*See Appendix* E.) Yet I do not think that these out-of-door attentions should be required by managers as part of the teacher's *official* duty. Their value lies in their being spontaneous. And (may I venture to add?) I am sure from all I have seen, that few teachers fail to enter into the spirit of such endeavours, provided the managers who invite them to it can say, not "*Go* for me," but "*Come* with me." I mean not literally, but in spirit, "*Come* "and help me in a work to which I too am giving my time and "my strength." I must not overstep my province. Still I

cannot but say what I have often felt, that our young masters are sometimes left to fight single-handed a battle far beyond their strength. They have often to live very much alone, with no companionship either congenial or safe; with manners, customs, dialect, prejudices, all more or less unknown. It is to me wonderful, not that they should fall short of full success, but that they should keep up as they do the spirit and the hopefulness, without which their labour is a useless drudgery. And I cannot but record this result of experience, that the one warrant for a master's perseverance, on which (in spite of an occasional failure) I rely with confidence, is when I am sure that he will be encouraged by finding that in the school-managers he has fellow-workers, as well as directors. Coming back, now, to the teachers themselves, I have sometimes thought that it would be well, if it were possible, (for each male training college, at least,) to make arrangements under which its second-year students might be employed for short periods in organizing inferior schools, under the direction of an organizing master responsible to the principal. They would thus learn practically what they will have afterwards to encounter, while still in close communication with the persons best qualified to resolve doubts, and point out methods of overcoming difficulties. Such short trials would also place each student's character before the principal in a new light, far more akin than that of the lecture-room or the practising school to the light of real life. On both sides there would be wholesome lessons in the most needful of all studies to the schoolmaster, the study of human nature. This, however, is at present but a dream, as it would require extensive changes in the whole system of examinations and certificates; changes on which I, as a district Inspector, have no right to speak. Another and a less unattainable resource would be the employment of young certificated students, on first leaving college, as second masters or mistresses under well-qualified head-teachers. The difficulty here is simply one of money. They would expect, and in my opinion ought to have, salaries at least equal to those they obtain at present. And, as few managers can afford to pay more than 25*l.* or 30*l.* to a second teacher, few of this class will be appointed till a special Minute is framed to meet their case.

The teaching of the young masters and mistresses whom I have seen is on the whole very satisfactory. But, not unfrequently, I should have liked to see a little more freedom and elasticity of thought—more power of adapting methods to circumstances —more self-reliance and less slavish adherence to the skeleton of a system. I am quite aware that an inexperienced mind

must and ought to follow acquired methods to a large extent. It would be fatal to all hope of solid progress if he were to give scope to every crude fancy of his own. Yet I am sure, on the other hand, that after no very great amount of practice a school ought to bear the impress of the teacher's own mind; exceptions ought to have found place in his routine, sacrificing the letter of a system in order to carry out its spirit, and every lesson should be in form and substance *his own* and not another's, following out previous instruction, as a thinking man who has been taught how to think. Take, as a single example, the great stumbling-block, the school of sixty or seventy children or upwards, left perhaps for a year without a pupil-teacher, and containing none old enough to be of any use as monitors. It is plain to me that in such a case a teacher should rack his brains for *expedients*. Laying down, as first principles, *order everywhere and constant employment for all*, he should set about securing these by every device his ingenuity can suggest. What suits one case will not suit another; what suits one teacher may not suit another. He should study carefully the children, the attainments, the locality, even the shape of his room, and humour to some extent the bent of his own mind. Above all, he should have a clear view of each expedient he tries, mould it into as exact a method as he can, and avoid as his deadliest enemy all changes without a purpose. The task is often very difficult, but I am persuaded that "where there is a will there is a way," and I deprecate our insisting on walking in the high-road when it is flooded, without looking about us to find a dry track over the common. Knowledge of method is a different thing, a better thing, and a more practical thing, than knowledge of particular plans. The latter gives us a light to show the high-road, the former is our compass to guide us by many ways to one point. I have been led away in the course of these remarks from the point on which I meant to dwell. But I do not regret the digression. It exhibits the attitude which friends of education are now compelled to assume; hoping against hope, looking forward to better times, and meanwhile applying their energies to a struggle in which they *know* that present success is impossible.

I conclude with two general remarks, on which I must not allow myself to enlarge. *First*, as to the popular substitutes for regular schooling—the infant school, the night-school, the Sunday school. All might be invaluable adjuncts to a healthy system; all are now "out of joint," because of the unsound condition of our day-schools. The Sunday lesson ought to aim at carrying home truths already known, rather than at imparting elementary knowledge. It is of necessity too often

devoted to the bare outline of Bible facts or catechetical phrases. The night-school ought to take up youths fairly grounded, and help them to educate themselves in higher subjects. Its actual field is oftener below than above that of the upper classes of the National School. The infant school ought to train very young children in easy lessons and habits of order. It is nine times out of ten a nursery for babies.

Lastly, as to present attainments. They are, for the most part, in our annual-grant schools, as high as could be expected; I am not sure that they are not sometimes *higher* than can be desired. For it is no small part of the evil under which education is suffering, that boys and girls of very tender years are taught too fast lest they should not be taught at all. When they leave at ten years of age, knowing in a certain sense as much as they would formerly have known at thirteen, they run the risk of intellectual indigestion, the mind's *breakfast* and *dinner* being combined in one oppressive meal.

In the present state of public opinion I see but one chance of relief. It may be found possible to devise a plan to give market value, in all the great trades, to knowledge and to school-time as such. I should be contented even with the former concession. For I know that, if even sound knowledge of the most elementary kind were to become the passport to profitable employment, it must be sought in regular attendance at our improved schools; and let us only have the children there, we may give them more than they come for, and teach, to at least a fair proportion, sound habits of thought and action. Meanwhile we must improve our system to the utmost. Our guests may soon arrive. We must have our table spread.

I have the honor to be, &c.

G. R. MONCREIFF.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. G. R. MONCREIFF, M.A.

SUMMARY *a*.

Attendance, &c.,

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e. institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	128	51	43	20	68	9,966	7,150	8,944	6,118	23,540	131	296
Simple Inspection	41	10	9	–	31	1,699	1,746	1,636	1,330	4,545	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	3·99	5·92	8·35	12·66	13·7	13·84	12·2	10·66	7·74	5·42	3·4	2·12
Simple Inspection	1·43	3·02	9·76	16·54	13·41	12·49	12·27	10·55	7·64	5·7	3·77	3·42

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	50·36	22·87	11·48	7·37	4·43	3·49
Simple Inspection	35·79	23·27	18·25	11·93	6·32	4·44

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 212 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	79	8	63	5	16	3	—	—
Catechism	76	7	62	4	14	3	—	—
Reading	82	9	66	9	16	—	—	—
Writing	81	9	73	8	8	1	—	—
Arithmetic	82	10	66	7	16	3	—	—
Geography	73	8	33	4	20	4	—	—
Grammar	68	7	43	2	25	5	—	—
History	40	5	31	1	9	4	—	—
Music from Notes	4	1	4	1	—	—	—	—
Drawing	2	—	2	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	154	9	2	157	6	2	155	8	–	138	9	1	157	7	1	154	11	–	125	6	1
Simple Inspection	16	3	–	16	3	–	15	4	–	6	11	1	11	8	–	15	4	–	1	–	–

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 119 (Annual Grants) + 12 (Simple Inspection) = 131* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	941 16 5	4,638 16 5	5,523 8 8	1,280 7 0	12,184 8 6	0 16 10½
Simple Inspection	91 13 0	303 8 7	437 3 1	53 9 9	885 14 5	0 15 9½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 119 (Annual Grants) + 12 (Simple Inspection) = 131* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	9,638 14 6	942 2 4	2,148 3 3	12,729 0 1	0 17 7½	14,436
Simple Inspection	783 5 0	29 3 5	93 14 6	906 2 11	0 16 1½	1,124

Summary *e*.

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income) .	Annual Grants .	89 1 2½	56 19 4½	59 1 6	40 12 5	62 1 6½	31 5 6½
	Simple Inspection	—	53 12 0	—	36 4 0	—	—
Number on which average is taken .	Annual Grants .	88	16	33	9	3	9
	Simple Inspection	—	10	—	5	—	—
Number provided with house or rent-free .	Annual Grants .	46	11	16	2	—	5
	Simple Inspection	—	2	—	2	—	—

* The number of Schools inspected during the year was 169; but from 38 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	114	17,522	29·39	44·8	17·2	5·59	3·02
Simple Inspection	9	761	11·17	32·02	17·48	8·54	·79

APPENDIX B.

EDUCATIONAL STATISTICS.

EDUCATIONAL statistics are so much in fashion at present, that it becomes important to consider what they are worth. Very serious mistakes are made by those who reason on the general results, without being much conversant with the returns on which they are based. Take, for example, the second part of Summary *a*. appended to each Inspector's general report, referring to the ages of children on the books. Here, first, it is to be observed that no official person is responsible for the accuracy of a single figure. The return is made nominally by the school-managers; practically, in most cases, by the master or mistress; and it is absolutely impossible for the Inspector to apply any effectual check. How, then, do the teachers deal with the question? Not unfrequently the age is stated on no authority but that of the children themselves; and, even when the parents vouch for it, their statement is often no more than a loose guess. In a very few instances, in large towns, have I found an accurate system of registration of age, and in these the labour imposed on the teachers was excessive and harassing; while, after all, the cases which gave most trouble were generally those in which the parents removed, and the child left school, before the date for inspection, rendering the labour entirely useless. The remedy for this lies out of the pale of school-work, if, indeed, any effective remedy is possible in shifting populations. However this may be, I am sure of the fact that the return of ages of children on the books can be regarded as nothing more than an approximation. I believe also that there is not much balancing of error—it is generally on the same side; neither child nor parent is apt to understate the age.

The summary of the length of school-life is still more delusive, but here all that is wanted is a clear direction to managers as to the nature of the information they are asked to furnish. To have "been in school five years," means, I suppose, to have passed five years since the first entry of the name on the books. It seldom means to have had anything approaching to five years' schooling, very often not two full years out of the five. It may include six or eight removals and re-admissions, with six months' intervals of work or idleness at home. In short, the entries under this head are, in themselves, all but valueless. I doubt whether I ought not to strike out the qualifying phrase. I can see no good purpose to which they can be applied. Instead of this return, we need a statement of the real amount of schooling received. In the Durham registers there is a column for entering at the end of each quarter the total number of school-days attended by each child. This total is carried from quarter to quarter, and, if this entry were begun at

the first admission of each new scholar, we should have in a few years complete and trustworthy statistics on this important point. It would not entail any great additional labour, but it will never be made till the forms issued by the Education Department can be modified so far as to require such a return annually, and to define the number of days which are to be held equal to a school year. In the cases where a child removes from one inspected school to another, it might be well also to require, or at least to encourage, a statement of his time before removal to be furnished to the managers of his new school; for this is another very weak point. We count the same children over and over again in different schools for many short periods, instead of one child for the total school-time. I turn now to Summary *d*. The "Average expenditure per scholar in attendance" is rather unmeaning. It seems to be obtained by dividing the total expenditure by the "average attendance." But a child who is absent on any given day costs as much, and has as much to do with the outlay, as the child who is present. The true divisor would be the *average number on the books*—a number very easily to be obtained. I must also observe that, under the head of "Miscellaneous expenditure," are often included repairs, fittings, &c., of an extensive kind, which are no part of the proper *annual* outlay. In any one school such expenses are occasional, but in the general return they are more or less constant, some schools having each year incurred such outlay. In my district this year the miscellaneous expenditure is more than one sixth of the whole, or about 3*s*. per head on the scholars in average attendance.

Appendix C.

School Expenditure.

Here I may say a few words on the statements of my excellent and most ingenious friend, the Rector of Gateshead, in his "letter" to the Vice-President of the Committee of Council. His main purpose is to show that the rate of expenditure in annual grant schools is extravagant, by a comparison with the more moderate outlay in Gateshead. He reckons 11*s*. 4*d*. per head to be paid by Government, 18*s*. by managers; while his own expenses are only 10*s*. per head. I answer, *first*, that the question of the payments made by Government is not a question of finance at all. If no equivalent benefit is obtained by the apprenticeship of pupil-teachers and the augmentations paid to masters and mistresses, of course those payments ought to be discontinued as useless. But if, as most of us are of opinion, we have full return for the money so spent in the superior efficiency of our schools, it is but a truism to tell us that we are by so much increasing the expenditure. My reverend friend summons me, however, as a witness to prove that his schools, without pupil-teachers, are as efficient as other schools which have them. I am content to refer to my report in 1855, as showing that I pointedly insisted on the necessity of having better assistance to enable the master to work so large a school. Dr. Davies says, that I spoke of "too large an attendance!" Not so; I spoke of too large an attendance *for a master with no help but monitors*: a somewhat different statement, which will be found more pointedly repeated in my tabulated reports for 1856-7.

There still remains the difference between 18*s*. (or rather 17*s*. 7½*d*.) paid by managers of annual grant schools, and 10*s*. paid for Gateshead boys' school. I have just shown how this is swelled by miscellaneous expenditure, most of which is in each school incurred once for all. Deducting this,

we reduce the total to about 14*s.* 8*d.* Deducting the same item from the Gateshead account, it becomes 111*l.* 3*s.* 1*d.*, which divided by 200, the average attendance, gives not 10*s.*, but about 11*s.* 1*d.* per head.* I might question here, whether the averages are as accurately kept as in annual grant schools. But I prefer another mode of reply. I wonder that it escaped so acute an observer, that the average of all schools, large and small together, *must* be above the expenditure of a large school. The expensive school per head is the small school kept up to the point of efficiency. The chief expenses hardly increase at all with the increase of numbers. In three town-schools, whose papers happen to be in my hands at this moment, the expenditure per head, calculated on the same principle, is respectively 11*s.* 6*d.*, 12*s.* 9*d.*, 14*s.* 7*d.* In two country schools, of equal efficiency, but smaller number, it is 1*l.* 2*s.* 6*d.* and 1*l.* 10*s.* 2*d.* It is instructive to observe how the differences arise in the larger schools. I take but one, the third of those mentioned above. In this school there was paid to teachers for the year ending in April last, 133*l.* 3*s.* 5*d.* Had the salaries been in the same proportion to numbers as at Gateshead, this would have been only 91*l.* 7*s.* 6*d.* The excess under this item is the *sole* cause of the larger expenditure per head. With a salary of 91*l.* 7*s.* 6*d.*, it would, instead of 14*s.* 7*d.*, have been 10*s.* 8¾*d.*, or 4¼*d.* *below* that of Gateshead!

I have thought it worth while, on account of the deservedly high standing and influence of Dr. Davies, to dissipate any vague suspicion which may be awakened by the perusal of his pamphlet, as if the Committee of Council were in some mysterious way inducing managers to lavish money without cause and without result. But, in truth, the question lies in small compass. The money spent goes either in salaries, for books and apparatus, or coals, candles, and gas (a small item here), or on miscellaneous expenses. Have schools more books or apparatus than they need? or too much coal? If not, then either teachers are too highly paid, or the miscellaneous expenditure must bear the blame. Now, no doubt, some of this is due to Government interference, as boarded floors, parallel desks, &c., can testify. But this also is no question of finance. My Lords are, of course, of opinion that the improvements they suggest are worth their cost. Then, are the salaries in fault? If (as is true) more than 85*l.* is often spent in schools of 200, on teachers and assistant-teachers, this is not due to Government interference,† nor is it surely a grievance very greatly to be deplored. I, for one, rejoice in it, and I rather think my reverend and learned friend will on this point share my satisfaction. Where, then, *is* the grievance or the mistake?

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* Dr. Davies has apparently divided by the number on the books.

† Except in so far as the conditions of the capitation grant occasionally compel an increase of salaries in the employment of additional teachers.

Appendix D.

Tabular Results of Inspection.

My last report contained six tables referring to different points connected with the state of education in the district. I do not repeat this year any but the 5th and 6th. I do not think that there is much change in the points referred to in the others.

Table V.—Queen's Scholarships in 1857.

—	Eligible.	Candidates.	1st Class.	2nd Class.	Failed.	Proportion per Cent.	
						To No. of Candidates.	To No. Eligible.
Boys -	25	18	15	3	0	100·	72·
Girls -	12	8	7	1	0	100·	66·6
Total -	37	26	22	4	0	100·	70·2

A rather larger proportion than in 1856 have declined to become candidates, but two boys and one girl were prevented by the state of their health. One boy and two girls have become assistant-teachers under the Minute of 1853; the remaining girl and one boy have (I believe) taken charge of small schools under inspection. *Three* boys only have deliberately preferred other occupations. Both male and female Queen's scholars held on the whole good places in the list, though we cannot boast of such marked comparative success as that of last year. The two highest in the male list, who were (bracketed with others) fourth and seventh, came from Lamesley and Newcastle, St. John's.

TABLE VI.—CHANGES in YEAR ended at DATE of INSPECTION, 1856–7.

—	1. New Buildings.	2. Certificated Teachers, since last Year.	3. First Apprenticeship of Pupil-teachers.	4. "Simply inspected" for first time.	5. Loss of Certificated Teachers since last Report.	6. Loss of Pupil-teachers since last Report.	7. Decline Inspection.	9. Closed.
A.	Newcastle, All Saints' (*c*, *d*). Newcastle, Clergy Jubilee (*a*). Newcastle, Clergy Jubilee Lower S. (*a*,*c*,*d*). Sunderland Gray (*a*,*c*, *d*). Wearmouth Colliery (*c*, *d*). Washington Chemical Works (*c*, *d*).	Coundon (*d*). Greenside. Mickley, Girls (*d*). Sherburn Hill (*d*). Great Stainton. Washington National. Wreckenton (*d*).	Willington.	Benwell. Easington. Killingworth Colliery. Ludworth. Thorneley.	Ryhope. Acomb. Seaton Carew.	Hunwick. Acomb. Seaton Carew.		Ovington.
B 1.	Berwick-on-Tweed, Girls (*c*, *d*).	Whitehaven, St. Nicholas', Girls (*d*).		Alnwick Corporation. Kendal Highgate. Penrith, Boys.			Kendal, St. Thomas'.	
B 2.	Brampton (*a*, *d*). Kirkoswald (*c*). Great Salkeld (*c*). Uldale (*b*).	Blencogo. Firbank. Ireby. Norham, Girls. Long Houghton (*d*). Cotehill.	Norham, Boys. Wetheral.	Bromfield. Coniscliffe. Dalston. Kirkwhelpington. Knaresdale. Watermillock.	Whorlton.	Great Strickland.		
A.	6	7	1	5	3	3	—	1
B 1.	1	1	—	3	—	—	1	—
B 2.	4	6	2	6	1	1	—	—
Total	11	14	3	14	4	4	1	1

(*a*) New building in the room of an old one.
(*b*) Enlargement.
(*c*) With certificated teachers.
(*d*) With pupil-teachers.

The additional accommodation is six *new schools*, and two new buildings to replace those formerly condemned. In the case of the Newcastle Clergy Jubilee School, one awkward room has been converted into two very useful smaller ones. The number of new certificated teachers is 22; viz., 15 masters and (I have peculiar pleasure in adding) seven mistresses. The clear gain is 19; but Whorlton will resume its place next year; the loss was accidental and temporary.

APPENDIX E.

By far the most successful attempts to interest parents and others in the work of education have been those of the Carlisle diocesan organizing master, Mr. Murphy. His success is the best commentary on the remarks in the text of my report; for it is the unanimous testimony of every manager with whom I have conversed that it was due quite as much to his energy and earnestness out of school, as to his skill and patience within its walls. Everywhere he has gained influence and softened prejudice, by showing himself to be the real friend of children and parents, by freely talking over every point of doubt or difference, assuming no personal superiority, but quietly working out before men's eyes the problems of *order*, *method*, and *intelligent teaching*. Since I entered this district, I have read nothing so encouraging as the following statement by an untrained but now "registered" master, whose school was six months ago entirely on the old system:—

"Our school has increased greatly in numbers lately. It is now considered a favour to parents to allow them to send their children to this school, and since the introduction of your system the character of the school has gradually risen. If I can succeed in satisfying the Inspector, I think we shall have a good capitation grant, as we make regular attendance the condition on which we now admit pupils."

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* REV. H. LONGUEVILLE JONES, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* WALES.

MY LORDS,

I HAVE the honour to present my general report on the schools inspected by myself in Wales during the year ended 31st August 1857, as well as upon the general condition of the schools now under inspection within my district, including the twelve counties of the principality. During the autumn of 1856 I was hindered from attending to my more active duties of inspection by an illness extending over more than two months, and this, too, at one of the most important periods of an inspector's year; so that, unfortunately, the total number of schools visited by myself has been smaller than hitherto. On the other hand, in consequence of your Lordships having been pleased to give the aid of an assistant inspector for the district, and of such an excellent appointment having been made in the person of my colleague, the Rev. B. J. Binns, the total number of schools visited has been increased through our combined operations, and the work of the district has been considerably improved. I consider it my duty at the commencement of this report to record my sense of the kind, judicious, and energetic co-operation which I have received from Mr. Binns. His previous experience as Principal of the Caernarvon Training College had rendered him peculiarly fit for the office of inspector; and the results arising from this bringing another mind to share in the same work, and to carry out parts of that work with distinct ideas, though with identity of feeling and purpose, have been, I am convinced, very beneficial to the cause of education in the principality. It has been a source of peculiar satisfaction to myself to find that my colleague, after going through one half of the district quite in his own manner, and with his own views, has always agreed with me in opinion; at the same time that he has been able to give me highly valuable advice, and to aid me with all the freshness of a totally independent and original judgment. It is a very gratifying circumstance for the parties concerned, and it augurs well for the service in which they are employed, when two public officers, united together by the ties of long standing friendship, find themselves coinciding in convictions which have been derived from their own independent observations.

Work of inspection.

Appointment of assistant inspector.

Subjects as regards which no measures have been taken.

Although the duties of an inspector are limited to reporting upon certain schools, and those only, yet it is impossible for an officer in his position, who has any intelligence, any heart, any of the common sympathies of life, to become so closely connected with his district as a duration of nine years implies, and avoid being mixed up with various adjunctory and outlying portions of the general educational question. He may meet with very little official encouragement in so doing, but he cannot have been admitted to the privilege of friendly—I might well say confidential—intercourse with the leading personages of his district, upon questions affecting education generally, without becoming more or less closely mixed up with the wishes and the wants of the various localities upon this momentous social question. He cannot travel, with his eyes open and his mind alive to the ordinary impressions of common sense, without having his attention aroused and his sympathies warmly enlisted in favour of places, and persons, and things, and wants, all closely connected with the educational requirements of the district, though unknown or slighted elsewhere. I confess that this has been, and is continually, the case with myself; new wants, new views, new resources are continually brought under my notice; they appear to me of importance; and I should be inclined to attract public attention to them, but the rigidness of official routine warns me to harden myself against all impressions that do not come very far within the strict letter of my instructions. Having, however, been permitted without reproof, though without encouragement, to notice one or two matters of this kind in my annual reports, I am desirous of once more discharging my conscience from a burthen by expressing my regret in witnessing, (1.) the continued delay of hope that anything is to be done in Wales by means of public pecuniary aid for the education of sailors,—youths and men; (2.) the nugatory attempts to foster a love of art in the principality,—a country where few crops grow without seed sown, liberally instead of parsimoniously; (3.) the waste of public money upon false decoration of buildings—concurrently with the adoption of plans and elevations not guaranteed by sufficient amount of architectural science and honesty in building. These three points I consider as past and gone;—they may be considered as three mistakes. It is, perhaps, of little use reverting to them; still they obtrude themselves on my notice, and my mind feels easier from the reflection that, in mentioning them even once more, I have at least discharged one of what I may call the extra-official and common-sense duties of an inspector.

Insufficient supply of properly qualified teachers.

I now proceed to report upon topics that come more strictly under my own official cognizance. Certainly one of the great wants of Wales with regard to education is a proper supply of teachers; and it becomes a matter of importance to ascertain what are the probable prospects of a good supply being obtained in future days. Now my own expectations in this particular tend quite as much to a negative as to a positive result. I still find our *best* apprentices flying from the country. I find a repugnance arising to the profession of a teacher, a repugnance increasing slowly at present, but not at all unlikely to become more and more decided as time wears on. Young people are now not so ready as at first to incur the numerous risks that attend the career of even the most deserving apprentice,—risks from caprice of managers, changes, and neglect of duty towards them by teachers, and the unbending sternness of official regulations; from all of which apprentices have been known to suffer unjustly. Teachers themselves are beginning to look forward more anxiously than they did, and now that at length the truth has become disclosed, that no ultimate public provision is to be made for them, no pensions are to be hoped for, they hesitate, and with reason, as to the prudence of continuing in a thankless career leading to premature old age, and, most probably, to destitution. Schoolmasters and mistresses *cannot* save enough for old age and sickness; School committees *will not*, and the State *does not* pension. I can well understand and feel the full meaning of the remonstrances, with which I am so often met by the teachers of my district. I cannot say to them, "Give up your profession;" and yet, if they ask me for cheering words of endurance, I am too often forced to remain silent. If school committees managed their affairs more prudently, more energetically, more courageously, I am aware that the position of teachers might be improved, both with regard to present maintenance and future provision; but many Utopian schemes will be realized before such a state of things exists; and while educational theorists console themselves with the logical accuracy, the mathematical precision of their plans and regulations, practical educators are left to struggle with impossibilities, or to abandon them in despair. The easing of the present state of things has been likened, by one whose voice is deservedly listened to in high places, to the setting up of ladders against walls, by which ladders it is just as easy to descend as to ascend. But if no ladders are to be set up at all, according to this recommendation, it is not improbable that the walls may crumble down into shapeless masses of stone for want of common, though perhaps irregular, precautions.

Number of schools benefiting by aid from Parliamentary grants.

It appears as if, under existing regulations, the number of schools in Wales aided by annual grants from the Parliamentary fund had nearly attained its maximum; and, if prices of common things of life remain as they are, or nearly so, there is reason to suppose that this maximum for Wales may be accepted as a "social constant." Most of the towns and many of the wealthier villages are provided with schools annually or periodically aided by Parliamentary grants; and they are perhaps, considered by some as radiant foci of light, whence educational intelligence is to be dispersed all over the country. These, however, are the very schools, the very places best able to help themselves; they prosper under the present state of things, and all goes on pretty comfortably with them; but meantime a large portion of the Principality is still immersed in educational darkness, and the dawn of its day is removed beyond the hope of the present generation of men, if the same system is to be continued. Country clergymen and country gentlemen know, much better than those who live in towns, what are the peculiar difficulties which they have to contend against in the support of schools; and I believe I may appeal with confidence to the resident gentry of the Principality, and call upon them to declare that a modified system of Parliamentary aid, to be granted to poor thinly-peopled and remote districts, is a want the existence of which can be sufficiently substantiated. At present the amount of annual grants, not, however, including capitation fees, made to the Principality for Church schools, may be ascertained from the following table, which my colleague, the Rev. B. J. Binns, has compiled from the last published volume of your Lordships' Minutes.

AMOUNT of ANNUAL GRANTS received by CHURCH SCHOOLS in the following COUNTIES.

—	Certificates.	Assistant Teachers.	Pupil-teachers and Gratuities.
	£ s. d.	£	£ s. d.
Anglesey	86 10 0	-	130 10 0
Brecknock	101 0 0	-	146 0 0
Caermarthen	198 0 0	-	435 0 0
Caernarvon	290 10 0	25	608 0 0
Cardigan	81 0 0	-	155 10 0
Denbigh	215 10 0	-	473 10 0
Flint	206 0 0	-	513 10 0
Glamorgan	372 0 0	65	995 0 0
Merioneth	76 10 0	25	62 10 0
Montgomery	165 0 0	-	392 0 0
Pembroke	227 10 0	50	795 0 0
Radnor	-	-	17 10 0
Totals	2,019 10 0	165	4,724 0 0

This gives a total of 6,908*l.* 10*s.* 0*d.*, and the total amount of Welsh grants of the above description, from all Government sources, from 1833 to 1856 inclusive, being a duration of 23 years, is 95,612*l.*, being at the average rate of 4,157*l.* per annum. Viewing the actual state of Church schools in the remoter districts of Wales, it is not too much to say that at least as much more as the above annual sum might be expended with a highly beneficial and stimulative result in the shape of *small* annual grants made on easy,—I would rather say on generous, terms; for education ought to be promoted with generosity, if it is to evoke the better moral qualities of the people. To give instances of the want of public aid that is felt in some parts of the Principality, I may state that in the county of Brecon, out of 88 ecclesiastical districts, 38 are without any Church school of any kind, only 36 are aided by any subscriptions whatever, only 8 receive any annual Parliamentary aid. In Anglesey, out of upwards of 70 ecclesiastical districts, only 7 at present receive annual grants for Church schools from the Committee of Council. In Merionethshire only 7 Church schools, and in Radnorshire only 2 are at present in receipt of such grants. I have no doubt that, if authorized to do so, my colleague and myself could at once write down the names of 200 parishes in Wales in which aid for schools is urgently required, and yet in which, under existing regulations, no Parliamentary aid is at all likely to be obtained. There is, I firmly believe, no disposition on the part of the clergy and gentry of the Principality to make a bad use of any public aid that might be afforded; and I also feel convinced that, if a generous stimulus could be given *at once*, without too many difficulties and formalities (which are all naturally repulsive to the Welsh mind), the country would come forward liberally, and every 10*l.* granted by Parliament would produce a much larger amount from the clergy, the gentry, and the people. It is a cause of congratulation throughout Wales that the Minutes of the Committee of Council should have been somewhat relaxed on the subjects of tiled floors, capitation expenditure, and capitation attendance. These relaxations have produced a good effect, and when more generally known and appreciated, they will tend to conciliate public feeling in districts where now only jealousy, or at the best apathy, exists.

Statistical returns from certain schools, in each county, as to children's attendance, ages, pay-

With a view of throwing still further light on the difficulties with which school managers and the clergy especially (who ought to be the practical managers and frequent inspectors of their schools) have to contend, I have appended to my report a table for each county of Wales, comprising returns from 168

ments, residence, and religious denominations.

schools, showing the attendance of the children, their ages, the distances of their homes from school, the rates of their payments, and the religious denominations of their parents. (*Vide Appendix* B.) I do not profess to bring forward these tabular returns as perfectly accurate, but they are very nearly so; and I have met with the most kind and ready co-operation in compiling them from the clergy and the teachers of nearly every district in the Principality.* They refer only to Church schools now under inspection; but they show one important feature of the actual operation of the Church-school system—by proving how willingly Dissenters of all denominations combine with the Clergy in the education of their children; and also how large an amount of good Christian work the Clergy in those schools, from which the returns have been obtained, are doing for their flocks, whatever may be the differences of religious opinion among them. It will be found from this table, that out of 19,949 children on the books of 168 Church-schools, about one-third (6,130) are of parents belonging to the Establishment; so that two-thirds of the money received for these schools are expended on the education of children whose parents are of various other denominations. No accusation of exclusiveness or bigotry can therefore be sustained against the schools in question; and there is, I believe, little doubt but that the following points can be clearly proved for Wales,—I mean for the rural portions of it, not the closely packed iron-working and mining districts,—but for the breadth and length of the land, wherein the people are less massed together, less worked, and less degraded.

(1.) That a *good* parochial school, superintended *actively* and *constantly* by the clergyman and the leading laymen of the parish,—if conducted on principles of Christian toleration, without attempts at proselytizing or converting, and without abuse of the Dissenters for differing from the Establishment,—will be supported by all denominations of Christians, and will suffice for the educational wants of the locality.

(2.) That if a school is *really* well-conducted, by an honest, intelligent, painstaking teacher (there is no necessity for his being either "certificated" or "registered" to be a good teacher), it will meet with the ready support and confidence of all classes of parents, however poor; they themselves will pay cheerfully, and their children will attend as frequently

* I am informed that, in the diocese of Llandaff, objections have been raised to returns being made to me concerning the religious denominations of the parents. That portion, therefore, of the table which refers to Glamorganshire is necessarily imperfect.

and as punctually as the social wants of the locality will permit.*

Hints on school-management.

My colleague and myself, at the time of our collecting returns for the table mentioned above (*Appendix* B.), thought it our duty to circulate a small pamphlet, entitled "*Hints on School Management for Village Schools*," which we had drawn up in our private capacity, and which we thought might prove useful to managers and teachers. We trust that it will have been received, as it was intended, in a friendly spirit, and as having originated in no other motive than a sincere desire to promote education in rural districts, where a few words of practical advice are often acceptable. Some very useful hints for practical school-keeping in a small country parish may be gathered from an extract of a letter by the Rev. W. E. James, M.A., late Vice-Principal of the Caermarthen Training College, which will be found in the appendices to this report. (*Vide Appendix* C.)

Pembroke Dock National school.

As a positive instance of how far a large town-school in Wales, under the most favourable circumstances, may be maintained in a state of well-deserved prosperity by the combined efforts of skilful teachers, a most active clergyman,† and a thoroughly energetic committee, I single out that of Pembroke Dock National school from among several others; and herein I do nothing more than extract entries from my special report on this excellent school. There are three

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* The following instances from Cadoxton school, near Neath, show how much the well-being of children depends on their parents' personal conduct :—

William Rees, Cadoxton, collier, receives from	£1	5*s.*	to	£1	10*s.*	per week.
His son from	0	18	to	1	5	„
Another son from	0	6	to	0	8	„
Total from	2	9	to	3	3	„ with coal.

Has two children, not working, in a miserable state.

David Rees, collier, from	£1	5*s.*	to	£1	10*s.*	per week.
Son from	0	6	to	0	8	„
Total from	1	11	to	1	18	„ with coal.

Has four children, not working, in a miserable state.

D. Thomas, labourer, Cadoxton, receives	£0	18*s.*	per week.
Son	0	6	„
Total	£1	4	„

Has eight children, not working, remarkably clean and well dressed.

† The Rev. J. H. Malet, LL.D., chaplain of H.M. dockyard, now retired.

departments in it, containing on the day of inspection 252 boys, 129 girls, and 62 infants, under a master and a mistress (both certificated), with seven male apprentices, six female ditto, and two male honorary ditto. The school-pence paid by the children for one year amounted to 224*l.* 15*s.* 5*d.* The Committee of Council paid a capitation fee of 40*l.* 7*s.* on 137 boys, 51 girls, and 9 infants, after disallowing the claims of 10 other children, because the school vacations during the year did not exceed a fortnight; and the greatest number of days attended by any child was in the case of a female infant, aged five years five months, who had actually been present in school 242 days out of 247.

Religious instruction in Welsh schools.

I am sorry to observe that my last general report, as well as the preceding one, has excited the hostility of the Bishop of Llandaff. Your Lordships are aware of the pamphlets that were published on occasion of my report for 1855, and of my having proved (when the diocese of Llandaff was sought to be exculpated before it was accused) that a supposed censure upon the managers of schools arose from an illogical perversion of the words therein used. In a charge delivered to the clergy of that diocese last August, the Bishop reverts to the same accusation, and again maintains that I charged the conductors of schools in the Principality with anarchy, neglect, and incapacity. I have no other public opportunity of contradicting this statement than by appealing to your Lordships for a dispassionate consideration of the words actually employed, and of the explanations printed by myself in answer to the Bishop's subsequent pamphlet. In the same charge, however, his Lordship animadverts upon recommendations that I threw out last year to school teachers, to take written instructions for religious instruction from their clergymen, on account of the unpleasant position in which they might be placed through the "unfortunate divisions that rage within the pale of the "church." The precise words used by myself will be found on reference to my report for 1856, and need not again be quoted; but, "if we are to credit" the charge delivered by the Bishop, I have wrongfully accused the clergy of the diocese of Llandaff of internal divisions, whereas in that diocese,—as the charge states,—the clergy have been on two public occasions congratulated on their tranquillity. From whatever cause this tranquillity may arise, I am certainly no further concerned with it than that I cannot avoid feeling gratified to hear of its existence from such high authority,—however at variance with other statements in the same charge this one may appear to be. The Bishop of St. David's, on the other hand, in a charge published since that of the Bishop of Llandaff, does me the

honour of commenting on my report for 1855, but, with his usual candour, admits the existence of divisions, and seems to lament the difficulty of healing them. I feel quite content to let the one charge answer the other, and, as in my report for 1855 I said nothing to particularize the schools of Llandaff, so in that for 1856 I should be sorry if I were proved to impugn unjustly the quietude of that fortunate diocese. With regard, however, to the general question of religious instruction in Welsh schools, I am glad to have the opportunity of calling in the testimony of my colleague, the Rev. B. J. Binns. His words, in a letter recently addressed to myself, are too forcible and too important for me to attempt to abridge them; I have therefore appended the whole of his letter to this report. (*Vide Appendix* D.) It would be vain in me to add anything to what has there been said so well; I hope, not only that Mr. Binns may escape censure for the candour with which he gives advice, but also, that his advice may be duly weighed and acted upon.

I have the honor to be, &c.

H. LONGUEVILLE JONES.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A,

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY REV. H. L. JONES AND REV. B. J. BINNS.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools *i.e., institutions* held in separate buildings and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	144	44	41	20	94	9,736	7,888	7,900	6,112	23,137	132	292
Simple Inspection	46	4	2	1	42	1,706	1,229	950	786	2,929	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	4·16	5·82	7·7	10·91	12·02	12·63	11·76	10·9	9·12	7·65	4·67	3·56
Simple Inspection	7·23	8·38	8·94	13·67	11·91	13·24	9·8	8·86	8·16	5·15	3·56	1·67

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	40·4	19·99	15·7	10·86	7·3	5·76
Simple Inspection	34·61	20·44	22·01	14·56	4·47	3·91

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys and Girls Schools, and does* not *include Infants.*)

Number of Schools, out of 227 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught.					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures .	178	47	137	9	41	31	—	7
Catechism . . .	172	47	142	12	29	31	1	4
Reading . . .	179	47	150	10	29	36	—	1
Writing . . .	173	47	149	9	24	34	—	4
Arithmetic . . .	157	47	134	9	23	34	—	4
Geography . . .	150	40	124	4	26	23	—	13
Grammar . . .	147	25	108	5	37	15	2	5
History . . .	44	5	34	1	10	2	—	2
Music from Notes .	22	4	18	2	4	2	—	—
Drawing . . .	6	—	5	—	1	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	171	23	4	182	15	2	166	25	7	161	9	11	165	31	3	177	22	1	147	9	7
Simple Inspection	30	13	6	21	21	7	18	12	19	12	18	12	15	23	11	17	20	11	9	4	2

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 124 (Annual Grants) + 27 (Simple Inspection) = 151* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	942 0 11	4,671 13 3	3,922 18 3	1,975 19 3	11,512 11 8	0 17 3
Simple Inspection	139 15 2	728 0 5	421 0 7	107 16 2	1,396 12 4	0 10 7¾

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 124 (Annual Grants) + 27 (Simple Inspection) = 151* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	9,116 5 2	722 17 0	1,994 12 10	11,833 15 4	0 17 8½	13,335
Simple Inspection	1,215 19 5	35 12 2	97 18 2	1,349 9 9	0 10 5½	2,620

Summary *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of *income*)		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	Annual Grants .	76 3 4½	58 5 5½	68 5 1½	35 2 0½	53 10 0	32 7 5
	Simple Inspection	—ns	39 12 7½	—	30 3 6	—	35 0 0
Number on which average is taken	Annual Grants .	106	15	18	22	4	13
	Simple Inspection	—	23	—	5	—	2
Number provided with house or rent-free	Annual Grants .	78	10	12	16	3	6
	Simple Inspection	—	11	—	3	—	1

Summary *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	113	17,206	62·53	23·7	8·45	2·7	2·62
Simple Inspection	14	1,741	74·44	18·26	5·63	·75	·92

* The number of Schools inspected during the year was 190; but from 39 of these no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

APPENDIX B.

TABLE relating to SCHOOL-ATTENDANCE, AGES of SCHOOL CHILDREN, their PAYMENTS, RESIDENCE, and RELIGIOUS DENOMINATIONS, in 168 SCHOOLS under INSPECTION.

NORTH WALES.

Counties.	No. of Schools from which Returns have been made.	No. of Children on the books at the beginning of School year.	No. of Children admitted during the year.	No. of Children who have left during the year.	No. of Children on the books at the end of the year.	No. of Children in average attendance during the year.	No. of Children now on the Books who have been in the School: Five years and more.	Four years and more.	Three years and more.	Two years and more.	One year and more.	Less than one year.	No. of Children now on the Books who are aged: Fourteen years and more.	Thirteen years and more.	Twelve years and more.	Eleven years and more.	Ten years and more.	Nine years and more.	Eight years and more.	Seven years and more.	Six years and more.	Five years and more.	Four years and more.	Three years and more.	Two years and more.	Under two years.
Anglesey	7	613	461	325	742	555	31	53	82	138	178	234	43	30	69	100	94	93	97	85	54	30	20	2	—	—
Caernarvonshire	22	2,424	1,484	1,049	2,622	1,712	109	237	327	495	622	914	140	179	223	266	323	370	391	320	283	99	52	8	—	—
Denbighshire	27	2,365	1,649	1,248	2,930	2,075	127	181	322	331	726	1,212	90	117	231	309	335	404	420	372	399	184	124	48	6	—
Flintshire	16	2,191	1,386	1,082	2,543	1,703	131	151	228	403	442	1,075	76	101	192	225	269	292	324	243	261	251	131	66	28	8
Merionethshire	8	615	386	314	671	522	30	45	87	120	132	254	32	60	37	81	74	91	79	85	80	49	22	15	—	—
Montgomeryshire	12	1,454	815	750	1,616	1,192	108	143	200	289	381	526	60	92	113	219	230	235	222	212	120	95	45	19	2	—
Totals for North Wales	92	9,662	6,181	4,768	11,124	7,759	536	710	1,246	1,716	2,481	4,215	341	579	865	1,100	1,325	1,485	1,533	1,317	1,147	708	394	158	36	8

continued.

Counties.	No. of Children now on the Books paying weekly: Fourpence and more.	Threepence and more.	Twopence and more.	One penny and more.	Less than one penny.	No. of Children now on the Books living from School: Three miles and more.	Two miles and more.	One mile and more.	Half a mile and more.	Quarter of a mile and more.	Less than a quarter of a mile.	No. of Children now on the Books belonging to Parents of the: Church of England.	Wesleyan Methodists.	Calvinistic Methodists.	Independants.	Baptists.	Roman Catholics.	Unitarians.	Mormons.	Not ascertained.
Anglesey	7	21	95	522	20	11	37	125	220	116	172	135	73	215	122	100	1	—	3	66
Caernarvonshire	39	112	344	1,916	126	53	156	516	626	505	625	715	257	664	488	122	1	—	2	312
Denbighshire	51	130	798	1,412	258	93	351	627	461	509	814	961	410	597	214	193	11	—	5	558
Flintshire	30	131	1,219	1,042	11	39	102	450	478	553	805	980	450	420	149	44	9	—	7	237
Merionethshire	14	62	60	530	5	8	34	77	75	134	341	160	93	187	85	31	1	—	—	122
Montgomeryshire	75	70	250	892	236	68	175	222	154	295	676	678	300	151	153	109	9	—	7	150
Totals for North Wales	216	535	2,766	6,314	656	272	855	2,017	2,014	2,162	3,463	3,629	1,583	2,234	1,211	599	32	—	24	1,445

Appendix B.—*continued.*

SOUTH WALES.

Counties.	No. of Schools from which Returns have been made.	No. of Children on the books at the beginning of School year.	No. of Children admitted during the year.	No. of Children who have left during the year.	No. of Children on the books at the end of the year.	No. of Children in average attendance during the year.	No. of Children now on the Books who have been in the School: Five years and more.	Four years and more.	Three years and more.	Two years and more.	One year and more.	Less than one year.	No. of Children now on the Books who are aged: Fourteen years and more.	Thirteen years and more.	Twelve years and more.	Eleven years and more.	Ten years and more.	Nine years and more.	Eight years and more.	Seven years and more.	Six years and more.	Five years and more.	Four years and more.	Three years and more.	Two years and more.	Under two years.
Brecknockshire -	10	819	542	481	869	661	39	14	86	208	149	261	31	45	69	73	122	98	113	91	57	33	42	42	21	6
Cardiganshire -	9	770	540	517	914	643	74	88	80	154	172	589	93	56	106	90	115	125	132	96	113	60	23	5	—	—
Caermarthenshire	13	1,346	847	686	1,524	941	87	103	169	295	289	614	68	73	117	137	151	187	236	235	180	101	64	28	7	—
Glamorganshire -	21	1,932	2,068	1,537	2,690	1,751	81	105	273	393	494	1,410	78	111	170	209	298	359	361	386	379	203	154	55	24	8
Pembrokeshire -	20	2,373	1,698	1,314	2,010	1,831	149	171	265	412	524	1,078	99	169	236	277	321	324	320	301	245	148	89	54	75	—
Radnorshire -	3	213	46	34	218	124	14	10	8	36	57	93	3	3	10	19	11	21	23	29	35	25	19	11	9	—
Totals for South Wales - -	76	7,453	5,741	4,569	8,825	5,951	444	491	881	1,498	1,685	4,045	372	457	708	805	1,018	1,114	1,185	1,138	1,009	570	391	195	136	14
General Totals (North & South Wales) - -	168	17,015	11,922	9,337	19,949	13,710	980	1,201	2,127	3,214	4,166	8,269	713	1036	1573	1,905	2,333	2,439	2,718	2,455	2,156	1278	785	353	172	22

continued.

Counties.	No. of Children now on the Books paying weekly: Fourpence and more.	Threepence and more.	Twopence and more.	One penny and more.	Less than one penny.	No. of Children now on the Books living from School: Three miles and more.	Two miles and more.	One mile and more.	Half a mile and more.	Quarter of a mile and more.	Less than a quarter of a mile.	No. of Children now on the Books belonging to Parents of the: Church of England.	Wesleyan Methodists.	Calvinistic Methodists.	Independants.	Baptists.	Roman Catholics.	Unitarians.	Mormons.	Not ascertained.
Brecknockshire -	51	6	401	280	56	13	35	93	149	270	268	394	69	85	68	91	11	—	2	95
Cardiganshire -	21	42	170	726	—	18	119	306	149	165	169	251	74	242	215	151	2	1	—	13
Caermarthenshire	19	164	488	695	21	70	156	215	186	266	612	573	56	157	420	201	2	21	3	150
Glamorganshire -	252	235	637	456	57	29	159	485	537	518	917	446	131	334	326	283	8	20	18	324
Pembrokeshire -	200	317	608	1,187	76	82	180	346	858	480	619	813	231	206	453	450	11	1	9	300
Radnorshire -	18	6	33	164	—	2	5	22	24	46	121	24	—	3	—	—	—	—	—	—
Totals for South Wales - -	556	770	2,337	3,508	210	214	654	1,465	1,903	1,740	2,706	2,501	561	1,027	1,482	1,176	44	43	32	888
General Totals (North & South Wales) - -	772	1,305	5,103	9,822	866	486	1,509	3,482	3,917	3,902	6,169	6,130	2,144	3,261	2,093	1,775	76	43	56	2,333

Appendix C.

Llangoedmor, Cardigan, 16 November 1857.

With respect to our sewing school, a more exact description of our system cannot be given than what has already appeared in your report for last year. It is, perhaps, right to mention that our information was got from a lady in the neighbourhood of Exeter. I may say that no plan seems better adapted for supplying the schools with regular and suitable work. It also contributes a little to the funds of the schools.

In my report to the Local Committee I drew their attention to the question now oft discussed:—Can anything be done to secure a longer and more regular attendance of the children at the schools? Some such plan as the following had suggested itself to me as likely to answer the case of the girls, if not of the boys. That a few ladies be requested to take on themselves the trouble of making an effort to secure places as servants in any respectable service for those girls or boys who may have attended the schools for three consecutive years between the ages of eleven and fifteen, provided, of course, their character has been in every respect satisfactory during that period. This is considered by the parents a great boon. No less than forty have been from time to time drafted off into good service from this school. My desire at present is to make this a reward for a regular and longer continuance at the schools. Certain ladies have, indeed, expressed their willingness to carry out this suggestion.

The Bible class.—This was established with the view of carrying on the religious education of the children when they leave the schools. It is held during the winter months. The members of it meet at my house on Wednesday evenings for the space of two hours. We read the Bible and Prayer Book. In the reading of the former, I attempt to lead them to draw practical lessons, and I show them how to read it for themselves; the latter is made an arena for testing their Scriptural knowledge by proving each passage from Scripture. Of course, the reading of each is also accompanied with as much general information as may seem fitting. We begin and close with a few collects, &c. As the parish is a rural one, with no village, the attendance is small, averaging about twelve. Several of them have become communicants, and some are in course of preparation.

Appendix D.

Letter from Her Majesty's Assistant Inspector of Schools, the Rev. B. J. Binns, on the Subject of the Religious Instruction in Elementary Schools.

Reverend and Dear Sir, 2 December 1857.

The great importance of the subject of religious instruction in elementary schools, as well as the prominence which should ever be assigned to it in all sound schemes for the improvement of education, render me anxious to adopt some means in order to call the attention of managers and teachers in the principality especially to it, hoping thereby to excite a warmer interest, and to call forth more active measures for its sound and effective promotion.

Since entering on my present duties as your assistant, I have been frequently pained at witnessing the mode in which it is conducted, as well as the vague and unsatisfactory answers which an examination elicits. So far, therefore, from feeling surprised at the remarks which you have felt it your duty to make on the subject in your printed reports, I have, I am sorry to say, on the contrary had too much reason to acknowledge their accuracy and propriety; a sense of duty, therefore, compels me while confirming your testimony, to join with you in the appeal to all who feel more immediate interest in the matter to come forward with additional zeal and energy, in order to raise the character of the instruction given upon religious subjects, and to render it more solid, practical, and efficient. I trust, therefore, that I may not be regarded as outstepping the bounds of my office, if I venture to state briefly what

appear to me to be the prevailing defects of the present mode of conducting the religious education of the children in attendance at our daily schools, and then to offer a few suggestions as to the way in which such defects may be remedied.

I.—1. Sufficient time and attention are, in too many instances, not given to it. When the importance of the subject is considered, as well as its intimate connexion with all sound moral training, it is not too much to say that care should be taken that a due proportion of time should be allotted to it. A prominent place should be assigned to it in the daily routine. The Scriptures not being read by, perhaps, one-half of the scholars should be an additional reason why due care ought to be taken that the remaining half be carefully instructed, orally or otherwise, in simple elementary Christian truths; and it is not unreasonable to require that teachers should undertake this department themselves, and that each class should, in addition to the Catechism, receive a lesson on Scripture, or one of a religious character, daily.

2. The want of proper method and system in communicating religious knowledge may also be regarded as another and prevailing defect, and one which has hitherto much retarded its progress. There has been a want of uniformity and judgment in the plans which have been adopted, and a further want of energy in the carrying of them out. Frequently there is no fixed plan or system at all; the children, if questioned by the teacher, are questioned in such a random way that they derive little or no benefit. Few schools can be found in the same locality where the books and methods are identical. The routine varies so much that a comparison of one school with another becomes impracticable. The lower classes, which ought to be instructed regularly once, if not twice, a day by the principal teacher, are left to apprentices or monitors; the amount of knowledge that they acquire is, consequently, scanty in the extreme, and generally limited to a few easy and superficial questions on the Creation, or the infancy of our Saviour; texts or hymns are not learned, and the meaning of even the simplest terms in the Catechism is not explained. There is too little revision, and too little careful adaptation of the teaching to their capacities and circumstances.

3. Another defect is the want of a due attention to the real end of all religious teaching, viz., the inculcation of right principles and the training to good habits, so as to prepare for fulfilling the duties of this life, as well as to point the road to happiness in the next. Instead of this, an undue proportion of time is spent upon other and extraneous matters. The Bible lesson, which should be given with seriousness and feeling, too often degenerates into one upon reading or geography; facts are often thought to be of greater importance than principles, and the time which ought to be carefully husbanded for the inculcation of practical truths is too often consumed in explaining a term or an allusion, which, after all, may not be essential to a right understanding of the passage. Too little stress is laid upon the application of the lesson. Appeal is seldom made to the feelings and consciences of the children; actions are not traced up sufficiently to their principles, nor is instruction drawn from them as to the future conduct.

4. To these may be added a want of due seriousness and reverence on the part of the teacher while speaking on sacred things. The manner in which such lessons are given is of as much importance as the matter of them, and children are keen to detect any want of proper feeling that may be exhibited by those who have the oversight of them. Teachers, therefore, cannot watch too carefully over their own habits and conduct; they should recollect that the feeling produced upon the children is just as important as the information conveyed to them. "A distinction must ever be drawn," writes an eminent authority, "between teaching religion, that is, trying to produce a religious impression on the mind, and giving information on religious subjects. The first of these is at once the most difficult and important. To succeed in producing such impression the teacher must give much previous thought and attention to the subject; no lesson should be allowed to pass without being duly arranged and prepared. Extempore teaching is seldom effective; the oil for the sanctuary must be beaten, and we should not offer unto the Lord what costs us nothing. A well given lesson is just as difficult as a sermon to a clergyman, and what would be thought of a clergyman who went into the pulpit without having prepared his sermon?" Without due preparation all lessons will inevitably be characterized by vagueness, diffuseness, and repetition; and where the faults above noticed exist, it will be useless to expect that the religious teaching can be effective, or productive of any hopeful or permanent results; and in noticing them I by no

means wish to be understood as charging them upon the schools which I have visited exclusively, but as applicable to a certain extent generally.

II.—I now proceed to offer a few practical suggestions as to the mode in which these faults and defects may be remedied; and here I remark, first, to secure effective religious instruction for the scholars of our schools the zealous aid and co-operation of the managers, especially the clergy, is needed. You have yourself so frequently and so forcibly brought this subject before their attention, that I need add nothing further by way of demonstrating its importance. I shall therefore sum up very briefly what I conceive to be the peculiar province of every clergyman with reference to the subject.

1. To draw out and arrange a regular plan and course for the religious instruction of each class in his school.
2. To furnish the teacher with written directions as to the mode in which he wishes it to be conducted.
3. To satisfy himself by personal inspection that his directions are attended to. To test the progress of each class by frequent examinations at regular stated periods, and then to supplementalize the instruction which has been previously given by such additional explanations and observations as he may deem requisite.

It is not intended to imply by these remarks that the clergyman should supersede the teacher in the school by taking the entire work of the religious teaching himself, but that he should, as far as possible, exercise a wholesome influence over it; and earnestly, yet respectfully, is it suggested to the clergy to take the matter up, and, by their care and oversight, do what they can to place the religious education of the country on a creditable and efficient footing.

1. To teachers I would recommend, in the first place, a due attention to their own habits, character, and conduct. It is not what they tell their scholars that exercises an influence upon them, as what they themselves are in the practice of doing. It is not what they would have them to be, but what their instructors themselves are, that they are likely to become in after-life. "The religious impressions made by any school really depends, first, upon the character and bearing of the master; secondly, upon the nature of the daily routine; and, last of all, upon the subjects of instruction. If, therefore, the school is to be made the means of giving religious teaching, it would seem to follow that the security of such teaching must be found, not in the rules which define the instruction, but, in the character of the immediate management, for that will decide what sort of qualifications will be preferred in a master, and with what sort of associations the scholars will be perpetually surrounded."—(*Rev. F. Temple, Oxford Essays*, 1851.) Our teachers, then, to be useful, must be a pious, God-fearing race, actuated by sound and enlightened views as to the importance of their calling, and conscientiously desirous to fulfil its duties.

2. In the next place, they should at all times seek the direction, counsel, and co-operation of their clergy. As they are the chief persons who are responsible for the spiritual instruction of the flock, so should they defer to their opinion, and attend to their suggestions on every occasion. And when both unite cordially and zealously to promote the improvement of the rising generation, and their careful training in religious habits, then the most favourable results may be anticipated.

3. They should be regular and systematic in carrying out the details of their work. The plan,—a scheme should be drawn or marked out previously, and then adhered to. Due provision should be made for the grounding of the younger children in simple and practical religious truths. The instruction, both orally and from the Scriptures, should be given daily to each class. The lessons should be arranged and prepared beforehand, and attention should be paid to the order, seriousness, and reverence with which they are given. In the lower classes, as soon as the children can read monosyllables, some easy lesson books on sacred subjects should be put into their hands, and they should be carefully and repeatedly questioned upon their contents. An abundance of such works may be found in the list of the Society for Promoting Christian Knowledge. I have been in the habit of recommending the Sunday School Books, Parts I. and II. As soon as these have been read through, the New Testament itself may be introduced, and some of its easier narratives studied and questioned upon. Few abridgements can equal for

simplicity or conciseness the style of the sacred Evangelists, and children seldom fail to understand their expressions. Time may be saved, and instruction given frequently with greater effect, when two or three classes are grouped together than when they are taught singly. The gallery should be a fixture in every school, and should be used regularly for this and other purposes. Good, well-conducted gallery lessons are still far from being as frequent as they ought to be; and teachers still seem hardly to be aware how important is the influence which may be brought to bear upon the school by means of them. While giving their lessons, teachers would do well to attend to, (1), the use of language and illustrations sufficiently simple; (2), the sufficient and vigorous use of questioning; (3), seriousness of manner and deportment; (4), the right enforcing of the practical application. Upon these subjects I strongly recommend the study of the following works:—

Archdeacon Bather's Hints on Catechising.
Inglis on the Sabbath School.
The Sunday School Treasury. (Wertheim & Mackintosh.)
And the publications of the Church of England Sunday School Institute.

Teachers would do well also to read the following works, which frequently may be borrowed from their clergymen, and the study of which cannot fail to be useful to them:—

Dean Graves on the Pentateuch.
Blunt's Undesigned Coincidences of Scripture.
Horne's Introduction to the Study of the Scriptures.
Bishop Newton on the Prophecies.
Keith on the Prophecies.
Trench on the Parables.
Kitto's Biblical Cyclopædia.
Paley's Works.
Butler's Analogy.

The life of our Saviour, viewed in the character of a teacher, would, I conceive, also afford a profitable subject for consideration. It should be contemplated not merely in the light of *what* he taught, but *how* he taught it; and Christian teachers would do well in this, as in other respects, closely to follow His example. It will be seen that in dealing with the ignorant or prejudiced His method most generally was to elicit truth by questioning, and experience has sufficiently proved this to be the readiest and most effective way. "First question it into them," says Archdeacon Bather, "and then question it out of them." "The catechist," he adds, "possesses this advantage over the preacher, that his method forces the child to think. Some little effort, or application of mind, is required of him, and is extorted from him every moment. Instead of making a speech, the instructor has put a question; perhaps he has got no answer, but he is not beating the air, and his pains are not thrown away; if he has not shown his pupil that something has been asked of him to which he can make no reply, at least he has arrested his attention, and probably excited his curiosity, and made him perceive just in what place and instance he needs information; and therefore if he has not made a proselyte, he has got a hearer, and from such small beginnings greater results are soon to follow." Teachers should begin with that species of question to which a reply is most easy; the children may at first be allowed to answer from their books; they may afterwards be questioned with their books closed, and by degrees the examination may be made more minute and searching. The answers should not be repeated after them, but in case of indistinctness or inaccuracy they should be required again to repeat them. Above all, the application should be close and personal, so that they may feel its suitableness to their own case, and be led to act accordingly in future.

In addition to careful instruction of this kind daily from the Word of God, the scholars should be required to understand the principles of their faith and duty, as taught in the Catechism and the Liturgy of the Church. Teachers, in addition to requiring accuracy in answering the questions by rote, should explain the meaning of the terms employed, so as to make the teaching useful and intelligent. The Lord's Prayer and Creed may well form the subjects of several lessons, and each petition or article be compared and verified by reference to passages of Scripture. Archdeacon Sinclair's Catechism and Nicholl's Sunday Exercises on the Prayer Book will furnish abundant materials for the subject. In the case of the older

scholars, doctrinal instruction from the Articles may be deemed appropriate. The explanation of the chief festivals of the Church, as well as a brief insight into Church history, may also be attempted.

I have thus ventured to adopt this method of bringing the subject of religious instruction in elementary schools before the notice of managers and teachers, and I am in hopes that in proportion as they reflect upon it they will be led to perceive its extreme importance and utility. All education, to be effective in raising the character and improving the tone of society, must be based upon religion; and to render it so, the work must be commenced early, and must occupy a due share of the time and attention of those who are engaged in it. In proportion, therefore, as the clergy and teachers unite together for the active promotion of sound religious education, so may we expect to see the country rise in social and moral excellence. Let it be seen that the education given in our schools for the poor is a religious one, aiming not only at the promotion of mental, but also of permanent moral improvement, and then a blessing may be expected upon the work, and the effects will be visible in the elevation of feeling and character throughout all grades of society.

I have the honor to be, &c.

To the Rev. H. Longueville Jones,
Her Majesty's Inspector of Schools, &c.

(Signed) B. J. Binns.

GENERAL REPORT, *by Her Majesty's Inspector of Schools,* J. D. MORELL, Esq., A.M., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the Year* 1857.

MY LORDS, January 1858.

THE past year has been in many respects an important one for the interests of popular education. The subject has occupied an unusually large share of public attention; on every hand a disposition has manifested itself to face the question with all its difficulties, and men of the most adverse opinions have been found co-operating and agreeing on the main points which the subject involves. The meetings which have been gathered together in London, Birmingham, and elsewhere, have brought the *wants* of the population in regard to instruction under general consideration, and many suggestions have been thrown out which may prove to be the seed of future effort and future advancement.

Past year an important one for education.

The evils which arise from *the want* of education become more and more obvious as additional light is thrown upon the subject in its different bearings. The fortunes of every country on the broad field of history are seen at length to depend greatly upon the mental enlightenment and moral energies of the people. Almost every portion of the surface of our globe has been the theatre of the *rise* and *fall* of nations; the one being the result of mental activity, public virtue, and vigour both in thought and action; the other flowing naturally from mental lassitude, moral degeneracy, and great popular delusions. It begins now to be felt, that there is no reason why our own country should prove any exception to the laws of *universal* history, and that no reasonable doubt can be entertained, but that *our* future position as a nation, whether progressive or declining, must really depend upon the extent to which a healthy activity and a sound moral tone is kept up amongst the people at large. But to what are we to look as the principal means of cultivating *intelligence* and *virtue* in the country except to the spread of a sound popular education? The question of education accordingly must come to be more and more regarded as one in which the whole future history of our country is really involved.

Every country's history bound up with its educational development.

The special evils arising from the want of education amongst the people are so manifold, that the general views just expressed

Special evils arising from want of education.

may be easily confirmed by many sad details. Amongst the most prominent of these evils are the following :—

1. Improvidence.

1. Improvidence.—The power of forethought forms one of the main distinctions between civilized and uncivilized life, and the exercise of it is absolutely necessary to secure prosperity. The want of proper mental training is *now* most strikingly seen amongst the great majority of our present labouring classes by their almost total neglect of this particular quality. Men engaged in the higher sphere of commercial or professional life are *obliged* to be provident; they know that fluctuations are inevitable, and that the *success* of one period must strengthen them to sustain the shock of another. But the majority of the labouring classes are still content to live from hand to mouth; and the remark is often made in the manufacturing districts, that those who receive the highest wages are usually the worst off when commercial reverses arrive. Hence, for want of *forethought*, we have multitudes who might easily have made some provision against reverses, plunged suddenly into misery, beggary, and pauperism. No conceivable cure for this can be applied except *better education*. If forethought, thrift, carefulness, provision for the future contingencies of life, could be effectually inculcated on the people when young, the operation of the poor laws would soon be confined to the few inevitable instances of sickness, misfortune, and orphanage.

2. Inability to calculate.

2. The want of education shows itself again in the inability to calculate expenses and foresee the consequences of reckless living. The general well-being of a people depends mainly on the prudence and sagacity of individuals. When this fails, where there is no power of accommodating the means at their disposal with the family expenditure, difficulties soon arise; these are followed by recklessness, and this again by moral and social degeneracy. Education is absolutely necessary to cultivate intelligence amongst the people at large of such a nature, that they can manage their resources accurately, lay them out to the best advantage, and foresee the consequences of bad economy.

3. Misapprehension of social relations.

3. Another evil is the misapprehension of social relations. Society is now formed mainly upon a politico-economic basis; labour and capital are the two great wheels upon which it turns; and it is of the highest moment that every individual should understand the relations of the one to the other. For want of this the commerce of the country is at this moment hampered and perplexed by so called *trades-unions*, which dictate often the most unreasonable terms to the capitalist, and subject the labourer not unfrequently to a kind of social slavery, at once detrimental to his own interests and to the

general well-being of the community. Ignorance, too, on this question leads every now and then to more extensive "strikes," and has been known in more cases than one to drive an important branch of industry entirely away from one quarter and transport it to another. Education, then, should teach the fundamental principles of social science, and thus enable a country to retain and develop its industry without struggles and disputes between classes, who are equally necessary to each other's prosperity.

4. Love of sensual enjoyments.

4. Going again from the *social* to the moral side of the question, we find that want of education abandons vast masses of our population to the *necessity* of low and sensual enjoyments. I say the *necessity*, because all persons engaged in continuous labour require mental relaxation and refreshment. Where the mind is too contracted in its sphere of ideas to appreciate and enjoy innocent and rational amusement, nothing is left but to find it in stimulating the passions and pandering to the senses. Hence it is that all our large towns are beset at every turn with low taverns and places of vulgar amusement, where crowds collect together to find mental relaxation and shake off the weariness of the day's toil by drinking, smoking, and ribaldry of a most demoralising character. Laws are powerless to restrain this tendency. Even *temperance*, though it curbs many sore evils, yet *changes* rather than *eradicates* the propensity of animal indulgence. Mental cultivation *alone* can cut away the root of the evil, because it alone can open up the means of finding enjoyment in better and purer pursuits. Moreover, when moral and religious training are combined with intellectual development, the better path is not merely *opened*, but the duty of treading in it is armed with sanctions before which human nature cannot fail to bow so long as the conscience remains unseered and the springs of faith are not wholly dried up.

Middle-class education also necessary to well-being of society.

Equally necessary is it to the well-being of a country that the *middle classes* should be trained to fill aright their peculiar position in the community. Here are needed, beside what has already been mentioned, various other qualifications in order to ensure prosperity and progress. Thus, in commercial life, skill, foresight, prudence in business, and integrity in the conduct of affairs is demanded; in the arts we want men who have got an extensive acquaintance with the natural sciences, and who have cultivated the taste for what is correct and beautiful; in professional life a clear head and firm will are essential qualifications to success; in all cases a certain earnestness of purpose to fill *every station* aright, whatever it may be, is an indispensable condition for being useful to society at large. Hence *middle-class education* is as important

as *primary education*, and the state of the community in point of national advancement will depend upon its being vigorously carried out more perhaps than upon any other single assignable cause.

Ideal of national education.

These considerations naturally lead us to form *an ideal* of national education, which, though only a work of the imagination, yet is necessary in order to estimate the actual state of things *as they are*, by the light of what they *ought to be*. The first great requisite for every country is, that the means of mental enlightenment and moral training should be placed upon easy conditions in the hands of every individual in the community; the second is, that professional training should likewise be provided on similar terms *to all*, whatever their position may be in the social scale. Looking first to the lowest strata of society, every country requires a complete system of *primary* schools, which may carry the most important elements of human culture into every village, and hamlet, and suburb in the kingdom: for every human being that grows up ignorant and undisciplined is so far a savage, and detracts in his proportion from the general civilization of the whole country. These primary schools require to be of various grades, some *perfectly free*, for the poorest and most needy; some with a moderate fee, adapted to the circumstances of the working classes generally, and some of a still superior character, which may combine with elementary instruction such professional teaching as is adapted to artisans of a more skilled description. Next to these, *commercial* schools are required for the larger towns, in which the arts and sciences, the elements of mathematics, and the study of the modern languages, are introduced. These schools may be termed *professional*, in relation to the trading community, and should aim at giving exactly that kind of instruction and that kind of mental training which is necessary to fit a man for commercial life in its present prodigious development. Then next to these come *the high schools*, in which a complete classical and scientific education should be afforded, more particularly as a preparation for the advanced studies of the University. Such schools are required and ought to exist in all the larger towns of the kingdom. Lastly, the national universities should be open *to all* without religious distinctions, as being properly *scientific* and not *dogmatic* institutions; and should afford the highest culture which the country can supply at a cost which brings it within the resources of the whole mass of the *middle* as well as the *higher* classes.

1. Free schools needed.

2. Schools with moderate fee.

3. Commercial schools.

4. High schools.

5. Universities open to all.

With the whole country divided into educational districts, the wants of each district thoroughly investigated and supplied, the proper gradation of schools established, and the whole

under such management and inspection as gives no room for indolence, neglect, or inefficiency, we should come at length to something approaching *the ideal* we might form of what a practical system of national education, in its main provisions, ought to be.

Education in Prussia.

Several of the countries of Europe, in their general scheme of national education, approach somewhat near to this state of things. Thus, in Prussia, there is a primary school, established by order of Government, in every village in the kingdom, and a legal obligation imposed upon all the heads of families to send their children to be educated there or elsewhere. In all the smaller towns there are also superior schools for the mercantile population, and in all the larger towns gymnasia or classical high schools, preparatory to the universities. The population of Prussia is as nearly as possible the same as England, *i.e.*, about seventeen millions. To accommodate this population there are 25,000 primary schools, containing 2½ million scholars; about 120 gymnasia, with above 30,000 pupils undergoing the highest classical education; and seven universities, open *to all* at the most moderate cost. The number of children in Prussia between the age of seven and fourteen is reckoned in round numbers at 3,000,000, thus leaving only a very small proportion of absentees to be accounted for from illness and other unavoidable causes.

Education in Great Britain.

In Great Britain, the number of children between eight and fifteen are reckoned at somewhat above four million, and of these only one million and three-quarters were found to be in schools of *any description* in March 1858, leaving *more than two million* absentees to be accounted for. Of those who do attend school, moreover, 42 per cent., it appears, attend in all less than one year; only 15 per cent. two years; and only 4 per cent. five years. Instead of having 25,000 primary schools under Government supervision, as in Prussia, there are in England only about 7,000; while the whole of the most important field of middle class education is almost entirely abandoned to the desultory results of the boarding-school system.

Defectiveness of primary education in England.

In drawing a parallel between the educational provisions of England and those European countries, like Prussia, where the educational institutions are so much in advance of our own, surprise is frequently expressed that a nation so advanced as our own *in other respects* should be so strikingly defective here. It only needs a very little consideration to account for this difference, and to diminish any uneasiness we may at first experience at seeing other countries so far ahead of our own in this most important point.

This accounted for.

First of all, we must remember that popular education is after all but a question of *yesterday* in *any country whatever*. Although some few feeble efforts were made both in Europe and America during the last century to promote the education of the people, yet it is only since the long peace set in, about the year 1816, that the subject has claimed any large share of attention amongst the Governments of civilized nations. The Prussian law, just referred to, dates from about the year 1820; the education system of Holland from about the same period. The French law was introduced only in the year 1833; and the American system, which has now grown up into such large proportions, is not at all older than the European efforts above-mentioned. Popular education, therefore, is a subject, at the very best, *only in its infancy*, and cannot be expected to attain its majority in the few years only during which it has been seriously mooted and practically furthered.

English institutions peculiar.

English institutions, moreover, differ essentially from those of most other countries. In countries like France and Prussia, where the political constitutions actually existing are but of recent construction, it is a comparatively easy matter to attach a new piece of legislation to the scheme of government, and carry it out by the mere will of the sovereign; but in England we have institutions which are the growth of ages, which have developed themselves gradually, and which have been moulded by the spirit of the people. Here it is not so easy to introduce new elements into our social life, for the new does not readily combine with the old; and if laws are prematurely enforced, a clashing of interests is the result, which impedes the working of any experiment, which has not time to grow up so as to form part and parcel of the national habits.

Education must become part of our national growth.

This has been precisely the case with regard to popular education. The want of it, the desire for it, the absolute necessity of securing it, are felt and acknowledged on all hands; but *here* educational institutions, like all others, must be the work of *time;* they must be amalgamated with the rest of our social habits; they cannot work as a mere piece of state carpentry, but must be a portion of our *national growth.* It is true that we have to wait patiently while this process is going on; that we have to suffer the reproach of being the worst educated people in Europe, and that large masses of ignorance have to be left untouched and unreclaimed. But still it is best in the end that we should go on our own way, and that zeal for the rapid cure of our evils should not outrun the natural remedies; for as growth is better than carpentry, so we may cherish the full conviction that when national education does really become a part of our national

development, it will be better, more adapted to our condition, and more influential for good, than any hasty piece of legislation could have been, however perfect in theory or vigorous in execution. Thus, if by working more slowly, more surely, and more *nationally*, we can hope to realize in the end a system of education which shall be adapted to the spirit of the people, and call out their practical energies into full play, we shall not be so apt to murmur at our present deficiencies, or feel that we are running any danger of being *outstripped* by others in the march of civilization.

Education now in process of becoming *national*.

As far as can be judged by present appearances, popular education is, strictly speaking, in process of becoming national. With slight exceptions, the great mass of the people are either co-operating with it, or receiving benefit from it. The higher classes stand pretty generally in the relation of *patrons* to individual schools in their own locality; the clergy and ministers of different denominations throw their influence and their personal effort into the system as managers or advisers; the middle classes, to a large extent, are subscribers or members of local committees; many of the families immediately below these furnish pupil-teachers, and are thus brought into a position of direct personal interest with the primary schools; while, finally, the working classes are now reaping the benefit of a good healthy training for their children more or less throughout the whole country.

All this does not at all prove that the present system is likely to be the *final* one, or that constitutional changes or developments may not have to take place; but it shows us that the subject of education has taken hold of the mind and the heart of the people to a very large extent, and that it is not likely *now* to be relinquished before the school becomes an essential part of the social economy of our country.

Satisfactory progress has been made.

So far, then, with regard to the *general aspect* of the education question in England. Looking into the details, and observing what has been done within these last ten years, no one, I think, ought to be dissatisfied at the progrees which has been made, or at *the way* in which the foundations for future success have been laid. The pupil-teacher system, interworking as it does with the normal schools, has availed to create a perpetual supply to teachers, equal in general education and ability to what can be found in any other country; and when we consider that some 1,500 of them are sent out *annually* into the country, furnished with some six or seven years' experience and training, and duly certified after an examination of by no means a too easy description, it must be evident that the general scale of primary teaching must be very much on the ascendant.

Pupil-teacher system.

Advantages arising from development of a few good schools.

One great advantage arising from this improvement is that the distinction between the educated and the uneducated is becoming more marked and distinctive. When the primary school was in fact a mere apology for education, the scholars, when turned out upon society, were hardly distinguishable from those who had not had any education at all. Hence the whole question fell into discredit, and many retained their old opinions as to the uselessness of any attempt at general instruction through the country. The distinction, however, between the trained and the untrained youth, under the present methods of instruction, is too obvious to be ignored any longer. Ignorance thus runs in danger of becoming a *standing reproach*, and the very lowest classes of society will have soon to resort to the schoolmaster in self-defence.

Examples of meritorious schools.

I have on some former occasions pointed out individual schools where a peculiar degree of excellency has been attained, and where the scholars, if they only remain long enough, acquire mental habits as well as practical capacities that may fit them for any station in life to which their personal energies may chance to elevate them. As an example of a factory school of this character I mentioned the British school at Lees, near Oldham. As examples of whole-time schools which have obtained peculiar excellence, I particularised in my last report the new church schools at Manchester, and the British school in Warrington. It is not to be supposed, however, that these stand *alone* in the rank to which I have assigned them, or that either of them could claim to be placed in a *higher category* than some others which I shall take occasion from time to time to point out as opportunity offers.

British school, Stockport.

Amongst these I consider the British school at Stockport to be amongst the most signal instances of success, and as presenting one of the most remarkable examples of that *advanced* style of primary education which is now being realized under the influence of modern improvements. The foundations of success in the present instance were laid by the indefatigable efforts of the former teacher, Mr. Curtis, who has since been removed to the British and Foreign normal school in London. This fact, however, is far from derogating in any degree from the credit of the present teacher; as nothing perhaps is more difficult or more *testing* to a man's capacities than to fill the place of a first-rate master who relinquishes his school while in the highest tide of success, and with all the prestige of well-tried popularity, and I am bound to say in this instance that no diminution has been perceptible in the excellence or efficiency of the whole institution.

Buildings, &c.

The buildings consist of three separate rooms: a main school-room, which is appropriated to what may be termed *the middle of the school*, and two large

class-rooms, one for the elder scholars, and the other for the little ones. Boys and girls are mixed together according to to their progress through all the sections, and each section (of which there are seven) forms as it were a separate school of itself, although representing a definite step in the whole process of instruction marked out.

To give a general view of the plan of study, I subjoin the syllabus of each section:— Plan of study.

TIME TABLES.

First Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	Examination of Home Lessons.	Reading - -	Writing -	Arithmetic -	Dismissal.
Tuesday -		Ditto - -	French -	Algebra - -	Ditto.
Wednesday		Natural Philosophy.	Writing -	Arithmetic -	Ditto.
Thursday -		Scripture Hist.	French -	Algebra - -	Ditto.
Friday -		Reading - -	Writing -	Mensuration -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.15	4.15 to 5.
Monday -	Grammar -	Drawing - -	Etymology -	Dictation of Home Lessons.	Mental Arithmetic.
Tuesday -	Writing -	English Hist.	Arithmetic -	Ditto - -	Analysis.
Wednesday	Dictation -	Vocal Music -	English Hist.	Ditto - -	Grammar.
Thursday -	Writing -	Arithmetic -	Geography -	Ditto - -	Mental Arithmetic.
Friday -	Grammar -	Dictation -	English Hist.	Ditto - -	Geography.

Second Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	Examination of Home Lessons.	Writing -	Grammar -	Arithmetic -	Dismissal.
Tuesday -		Ditto -	Dictation -	Ditto - -	Ditto.
Wednesday		Ditto -	Grammar -	Ditto - -	Ditto.
Thursday -		Ditto -	Dictation -	Ditto - -	Ditto.
Friday -		Ditto -	Reading -	Ditto - -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.15.	4.15 to 5.
Monday -	Writing -	Reading - -	Mental Arithmetic.	Giving out Home Lessons.	Geography.
Tuesday -	Reading -	Drawing -	Grammar -	Ditto - -	Mental Arith.
Wednesday	Reading -	Grammar -	Geography -	Ditto - -	Ditto.
Thursday -	Reading -	Geography -	Mental Arithmetic.	Ditto - -	Grammar
Friday -	Writing -	Drawing -	Dictation -	Ditto - -	Geography.

Third Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30
Monday -	Examination of Home Lessons.	Writing -	Analysis -	Arithmetic -	Dismissal.
Tuesday -		Ditto -	Reading -	Ditto - -	Ditto.
Wednesday		Ditto -	Analysis -	Ditto - -	Ditto.
Thursday -		Ditto -	Reading -	Ditto - -	Ditto.
Friday -		Ditto -	Analysis -	Ditto - -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Reading - -	Writing -	Grammar -	Dictation of Home Lessons.	Geography.
Tuesday -	Grammar -	Drawing -	Arithmetic -	Ditto - -	Mental Arithmetic.
Wednesday	Reading - -	Writing -	Grammar -	Ditto - -	Geography.
Thursday -	Grammar -	Drawing -	Arithmetic -	Ditto - -	Mental Arithmetic.
Friday -	Reading - -	Writing -	Grammar -	Ditto - -	Geography.

Fourth Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	Examination of Home Lessons.	Reading -	Arithmetic -	Writing - -	Dismissal.
Tuesday -		Arithmetic -	Reading -	Arithmetic -	Ditto.
Wednesday		Reading -	Arithmetic -	Writing - -	Ditto.
Thursday -		Arithmetic -	Reading -	Arithmetic -	Ditto.
Friday -		Reading -	Arithmetic -	Writing - -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Writing - -	Geography -	Dictation -	Dictation of Home Lessons.	Reading.
Tuesday -	Ditto - -	Grammar -	Ditto -	Ditto - -	Mental Arithmetic.
Wednesday	Ditto - -	Geography -	Ditto -	Ditto - -	Ditto.
Thursday -	Ditto - -	Grammar -	Ditto -	Ditto - -	Ditto.
Friday -	Ditto - -	Geography -	Ditto -	Ditto - -	Reading.

Fifth Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	Examination of Home Lessons.	Writing -	Reading -	Arithmetic -	Dismissal.
Tuesday -		Ditto -	Ditto -	Ditto - -	Ditto.
Wednesday		Ditto -	Ditto -	Ditto - -	Ditto.
Thursday -		Ditto -	Ditto -	Ditto - -	Ditto.
Friday -		Ditto -	Ditto -	Ditto - -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Dictation -	Reading -	Geography -	Dictation of Home Lessons.	Mental Arithmetic.
Tuesday -	Ditto - -	Ditto -	Grammar -	Ditto - -	Ditto.
Wednesday	Ditto - -	Ditto -	Geography -	Ditto - -	Ditto.
Thursday -	Ditto - -	Ditto -	Grammar -	Ditto - -	Ditto.
Friday -	Ditto - -	Ditto -	Geography -	Ditto - -	Ditto.

Sixth Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	Examination of Home Lessons.	Arithmetic	Reading -	Writing - -	Dismissal.
Tuesday -		Ditto -	Ditto -	Ditto - -	Ditto.
Wednesday		Ditto -	Ditto -	Ditto - -	Ditto.
Thursday -		Ditto -	Ditto -	Ditto - -	Ditto.
Friday -		Ditto -	Ditto -	Ditto - -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Writing - -	Reading -	Dictation -	Dictation of Home Lessons.	Tables.
Tuesday -	Ditto - -	Ditto -	Ditto -	Ditto - -	Ditto.
Wednesday	Ditto - -	Ditto -	Ditto -	Ditto - -	Ditto.
Thursday -	Ditto - -	Ditto -	Ditto -	Ditto - -	Ditto.
Friday -	Ditto - -	Ditto -	Ditto -	Ditto - -	Ditto.

Seventh Section.

Morning -	9.15 to 9.45.	9.45 to 10.30.	10.30 to 11.15.	11.15 to 12.
Monday -	Examination of Home Lessons	Reading - -	Playground & Writing, or Gallery Less.	Reading.
Tuesday -		Ditto - - -		Ditto.
Wednesday	Ditto - - -	Ditto - - -		Ditto.
Thursday -	Ditto - - -	Ditto - - -	Ditto - -	Ditto.
Friday -	Ditto - - -	Ditto - - -	Ditto - -	Ditto.
Afternoon -	1.45 to 2.20.	2.30 to 3.15.	3.15 to 4.	4.
Monday -	Arithmetic and Tables - -	Playground and Singing, or Gallery Lesson -	Reading - -	Dismissal.
Tuesday -			Ditto - -	Ditto.
Wednesday	Ditto - - -		Ditto - -	Ditto.
Thursday -	Ditto - - -	Ditto - - -	Ditto - -	Ditto.
Friday -	Ditto - - -	Ditto - - -	Ditto - -	Ditto.

One of the most distinctive points here noticeable is, the large amount of stress which is laid upon *home lessons*. They form part of the routine of each class, from the highest to the lowest; a special season is devoted every afternoon to give them out for the next day, and three-quarters of an hour every morning is given to the work of revising and correcting them. Generally speaking, in proportion as schools become more advanced, there is a pretty steady tendency to attach more and more importance to the preparation of lessons *at home*. Not only is a large amount of mental activity thus created over and above the labour of the school, but the scholar by working *alone* acquires habits of mental independence, which is a most essential part of his real education. I regard it, therefore, as one indubitable mark of excellency where a well-organized system of home lessons is adopted and thoroughly carried out in a school. Home lessons.

Another point to which I might refer in relation to this school is the correct graduation of the classes. I might almost say, that the prime difference between a good and a bad school lies in the gradations of progress visible throughout the whole, as you ascend from one section to another. It is a grand weakness, which I have often to experience in the course of my inspection, that the children forming the *first class* can make a very decent appearance; while the moment you go one step below them, you seem to be stepping *at once* into mental darkness and confusion. The aggregate excellency of a school consists in the combined excellency of *every part*, and it is only when each class is in its proportion *equally well* taught and *equally well* advanced that real efficiency is or can be secured. Eminently is this the case in the school to which I am now referring; so much so that if a child passes only through *two* or *three* of the lower sections and then leaves, still it must have experienced a mental training, and acquired a facility in elementary subjects, which may always prove the starting point of self-improvement in the future. Graduation of classes.

There are no particular subjects in the above programme to which it is worth while to refer as presenting any peculiar degree of excellency in the mode of treatment above the rest. Every point which appears there is taken up successively with great care and vigour; and whether we regard the neatness and accuracy with which the writing and all the other mechanical parts of the school routine are performed, or the fluency of the reading down almost to the lowest section, or the mental activity attained in connexion with the higher subjects of instruction, all alike betoken a determination on the part of the teacher to do everything, as far as it is done at all, usefully and successfully. Some attempt has been made General efficiency of schools.

to introduce *French* into the routine of the highest section, and some progress has been made in the elementary parts of the language, but no special advantage, as far as I see, has as yet resulted from it. Vocal music is cultivated with a good deal of success; and drawing, under a properly certificated teacher, is beginning to receive a greater share of attention. Altogether the school presents something like a model in order, method, and plan of instruction for the education of the children of the *better class* of artisans and skilled operatives; and any boy going through the whole process of instruction there realized is fitted to make his way upwards, even in fields of action where quickness, intelligence, and practical ability are absolutely needed.

British school, Droylesden.

Another school which, in its adaptation to the neighbourhood, may be said to have attained almost a typal character, is the British school at Droylesden. The class of children attending here is a degree lower in the social scale than those in the Stockport school; and there is also a considerable *half-time* element to contend with. To counterbance this, there is an excellent infant school attached, in which a large number of the scholars are well-trained and well-drilled in the elements of reading, &c., before they enter the upper school. To this probably is owing the remarkable fact, that out of 280 children of the average age usually found in primary schools, 240 were reading books of general information at my last visit, and nearly all of these with considerable fluency and expression. The success attending the reading here shows us what may be done in this department, where infant and juvenile schools work properly together, and where a certain amount of regular attendance is *enforced* or otherwise *secured*.

Arithmetic.

The arithmetical department, moreover, is perhaps fully equal to the reading, for in very few cases have I seen as large a proportion of children working varied calculations with so much rapidity and accuracy conjoined, whether by the slate or by purely mental operations. The mechanical portions of the school work too are quite of a similar character; indeed I have found it difficult by the most careful comparison to decide between the claims of this school, the British school, Stockport, and the two I mentioned in my last year's report, namely, Peter Street, Manchester, and the British school, Warrington, in relation to excellence in writing and neatness and accuracy in dictation. Neither are the more advanced subjects of instruction neglected, while so much accuracy is being attained in the lower branches. The parsing and analysis in the first division is highly creditable; while some knowledge of the elements of grammar is carried progressively downwards even to the lowest sections. The

Mechanical portions of the school work.

Higher branches.

geography and history are also carried on with spirit; the former all through the schools, and the latter through the three higher sections. Some attention is paid also both to music and drawing. Such a school in the midst of a large factory population in the outskirts of Manchester speaks volumes on behalf of the future intelligence of the working population now rising up in these districts, who will certainly in the course of future years contrast very strikingly with those masses of ignorance which have hitherto been the shame and the sorrow of our country.

Bridge St. W.S., Bolton.

The Bridge Street Wesleyan school in Bolton, in point of numbers and arrangement, is almost an exact parallel to the British school, Droylesden. Here also the attendance was 280 on the day of inspection; and here too there is an infant school, supplementary to the other. In other respects, however, there is a considerable *contrast* between them, which I mention the rather because it is well to see how the best results may be obtained by different methods according to the varied individuality of the teacher. In the Stockport and Droylesden schools *equally*, the order is *rigid;* the discipline maintained with the utmost exactitude; the spirit pervading the whole of the classes one in which subordination, carefulness, and systematic attention are steadily *enforced*, not harshly indeed, but with stringent regularity; and the result of all this is seen in the *uniform progress* of the children through all the classes, and in the mechanical perfection of the details. In the school I am now referring to, a different system is pursued. The order, at least in appearance, is not so strict; the mechanical details are not so perfect; the gradations from class to class not so uniform. But in place of this there is a peculiarly friendly relation established between the teacher and the children, which, while it does not interfere with the necessity of *his will* being the law of the whole school, puts less restraint on the pupils, and renders their mental development more free and natural. Hence, while on the one hand you have perhaps less *measurable* progress, you secure more personal influence, more action upon the feelings and dispositions of the mass of the scholars, and probably more direct moral effect. It were useless to compare these two systems of management as being the one either better or worse than the other. They depend *wholly* upon the nature of the teachers, each one of whom will best succeed by following out the method to which his disposition and experience most naturally lead him.

Two modes of discipline contrasted.

I had intended to have devoted a special paragraph to the Lower Moseley Street boys' school, as being one of those which has been for many years past most steadily, most uniformly, and most efficiently performing its functions as an educating instrument to the children of the surrounding popu-

Lower Moseley Street school.

lation. I regret that the death of the master, Mr. Curtis, to whom the large measure of efficiency here attained was mainly owing, has clouded the pleasure I should have felt in bearing a special tribute to his high qualities as a teacher, and his worth as a man. His school was amongst the earliest in Manchester which embraced the advantages held out by the Minutes of the Committee of Council, and nowhere was the system introduced by them worked out with more conscientious zeal or more uniform efficiency. May many of the younger teachers copy his example!

Pupil-teachers.

I am happy to be able to speak highly of the general character, diligence, and progress of the pupil-teachers. Considering how many young people, collected from the most varied conditions of life, are now combined in this occupation, the number of those who fail from want of either character or mental ability is extremely small, and speaks well for the care with which the plan is carried out in the large majority of the schools to which they are apprenticed.

Where improvement may yet be made.

Although there has been a great improvement in the average excellence with which they have performed the annual examinations, yet still considerable improvement might be made in a large number of instances on this head. The alteration of the "broad sheet," and the better arrangement of the subjects of examination, will, it is hoped, lead to the best results; so that while the *quantity* of matter propounded for each year is considerably curtailed, the *quality* of the examination papers may become proportionally higher. Teachers, it is to be hoped, will all remember that we are as yet but in the infancy of our educational system, and that upon their zeal and activity will greatly depend the power which the country possesses of carrying it out more and more to perfection. The development of the system, moreover, will not be indicated or probably accompanied by any great extension of the *subjects of instruction*, but rather by the greater perfection of the plans for elementary instruction,—the acquisition on the part of teachers of greater personal influence over the minds of the scholars—the increase of the power of moral discipline—and the training of the child to such habits of life as to draw a broad distinction, palpable to all, between the educated and the uneducated portion of the community. To accomplish this we do not need advanced subjects of study, but rather *thoroughness* in all the elementary methods of instruction and discipline, and anything which furthers this will so far further the whole design of national education.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY J. D. MORELL, ESQ.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	142	41	35	35	90	16,481	10,855	16,164	9,850	41,524	150	503
Simple Inspection	1	–	–	–	1	35	32	33	27	132	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	5·19	7·26	8·78	10·8	11·24	11·97	11·98	11·49	9·67	6·78	3·12	1·72
Simple Inspection	1·07	2·15	3·6	7·53	9·68	13·98	5·38	16·13	20·43	12·9	2·15	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years' and over.
Annual Grants .	47·04	22·97	13·13	8·46	5·2	3·2
Simple Inspection	12·9	25·81	15·05	16·13	12·9	17·21

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 167 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading . . .	165	1	161	1	4	—	—	—
Writing . . .	164	1	156	—	8	1	—	—
Arithmetic . .	163	1	152	1	11	—	—	—
Geography . .	163	—	141	—	22	—	—	—
Grammar . .	161	—	116	—	45	—	—	—
History . . .	89	—	81	—	8	—	—	—
Music from Notes .	30	—	28	—	2	—	—	—
Drawing . . .	48	—	46	—	2	—	—	—

Summary *c.*

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	196	3	1	192	7	–	190	9	–	192	4	2	189	9	1	195	3	–	179	3	–
Simple Inspection	1	–	–	1	–	–	1	–	–	1	–	–	1	–	–	1	–	–	1	–	–

Summary *d.*

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 139 (Annual Grants) + 1 (Simple Inspection) = 140* of the Schools enumerated in Summary *a*.										Average Income per Scholar in Attendance.†
	From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.			
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.
Annual Grants .	314	14	3	6,569	10	1	13,155	0	5	1,563	6	10	21,602	11	7	0 16 7
Simple Inspection	—			20	7	0	20	5	0	—			40	12	0	0 13 6

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 139 (Annual Grants) + 1 (Simple Inspection) = 140* of Schools enumerated in Summary *a*.									Average Expenditure per Scholar in Attendance.†						Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.			Books and Apparatus.			Miscellaneous.			Total.						
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
Annual Grants .	15,695	0	10	1,722	4	4	5,181	5	0	22,598	10	2	0	17	4	26,004
Simple Inspection	41	16	0	—			—			41	16	0	0	13	11	60

Summary *e.*

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary remoluments (including Government Grants and all professional sources of income) .	Annual Grants .	110 19 9	77 2 6	72 1 6	36 9 7	61 10 6	41 9 5
	Simple Inspection	—	41 16 0	—	—	—	—
Number on which average is taken .	Annual Grants .	98	21	30	18	22	11
	Simple Inspection	—	1	—	—	—	—
Number provided with house or rent-free .	Annual Grants .	26	7	3	—	2	—
	Simple Inspection	—	1	—	—	—	—

* The number of schools inspected during the year was 143; but from 3 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	131	30,753	12·35	37·2	24·64	18·62	7·19
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, *by Her Majesty's Inspector of Schools,* MATTHEW ARNOLD, Esq., M.A., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the Year* 1857.

MY LORDS. London, January 1858.

I HAVE the honor to present to your Lordships my General Report for the past year.

Further reduction of district.

Since the date of my last report, a further contraction has taken place in the limits of my district. This district, which at my first appointment extended from Milford Haven to the Humber, has been altered by successive substitutions and reductions, until it now consists only of the counties of Middlesex, Kent, Essex, Hertford, Buckingham, Oxford, and Berks. The appointment of two additional Inspectors in the spring of the year just ended, by which your Lordships have kindly lightened a pressure of business which was becoming excessive, has relieved me of the charge of schools in a number of the midland counties at a considerable distance from London, and has added to my district one county only, and that bordering on Middlesex, the county of Berks.

Consequences of such reduction. Two classes of schools hitherto unvisited;

In consequence of the relief thus afforded, I hope to be able now to visit the greater number of schools liable to inspection in my district, whether they are in receipt of annual grants or not. The schools receiving annual grants, to the inspection of which, the payment of these grants depending on the Inspector's visit, it is always necessary to give the preference, have hitherto occupied the whole of my official year. But there are many other schools in my district liable to inspection, in virtue of aid afforded at some former time by the Committee of Council. Of such schools there are two classes; one, in which the managers are averse to connexion with Government, either because the views of the original managers have, on this subject, undergone a change, or because a new composition of the school-committee has placed the original managers in a minority; another, in which the managers are uninformed with respect to the aid now offered by the Committee of Council, and are too indifferent, or, as often happens, too busy, to seek information on this point for themselves.

1. Schools whose managers are ignorant or indifferent with respect to operations of

Of these two classes of schools, the latter may evidently be reached, since it is want of information, and not want of confidence, which separates the managers from the Committee of Council. With the former class it is different. Where it

has been ascertained that it is positive hostility to what they call the principle of state-connexion, which keeps managers aloof from your Lordships, I am of opinion that no advantage is gained by the inspection of their schools, exercised as a right, and in opposition to their wishes. The right arises, they think, out of a consent on their parts, either originally not fully intended by them, or at first fully intended and freely given, but now regretted; and the exercise of it awakens in them irritation. However devoid of a rational basis their hostility may be, inspection depends, for the advantage to be derived from it, so entirely on a friendly and cordial co-operation between the managers and the Inspector, that it is vain to expect any benefit, where its exercise awakens feelings which make hearty co-operation impossible.

Committee of Council: 2. Schools whose managers are hostile to principle of state-connexion.

No advantage to be derived from exercise of right of inspection over latter.

To the other and more accessible class belong especially schools in the country and in somewhat remote situations. My experience has hitherto lain chiefly among schools in towns; on this account, I look forward with pleasure to the opportunity of becoming better acquainted with another class of schools, the state of which must always form a most important element in our calculations, when we attempt to estimate the general condition of elementary education. From what I have thus far seen of them, it strikes me that in the circumstances of this class of schools lies the main obstacle to the success, either of a purely voluntary system of education, or of a system like the present, combining state-aid with voluntary local contribution. The promoters of these country schools are often both few in number and far from wealthy; the funds which they can raise, therefore, even though they may tax themselves severely, are far from considerable; and the more inconsiderable are their own means, the more inconsiderable becomes the assistance which they receive from the state. For their poverty renders them unable to perform the all-important first step, to engage a well-trained teacher; the indispensable requisite to enable them to obtain an efficient school; the indispensable requisite, also, to enable them to obtain Government aid. Here, then, may be seen the real pressure, the real financial difficulty, which is comparatively absent in the schools under my inspection in towns; for the town schools have not only in general a wealthier body of supporters to appeal to, but this body can at any time be considerably enlarged by a resolute and persevering exertion. But in country districts the body of contributors is in all cases necessarily limited; it is generally—in the case of schools not connected with the Church of England, and deprived, therefore, of the aid of the clergyman and the squire—a body far from wealthy. Such a body of school-managers often invite inspec-

Instruction to be derived from acquaintance with condition of former.

Their difficulties.

tion in the hope of obtaining a preliminary aid towards the payment of an efficient teacher's salary, which no form of aid at present sanctioned by the Minutes of the Committee of Council can supply; and in their extreme difficulty, and in their vexation at finding no provision whereby assistance from Government can reach them, their language is often that of bitter disappointment. "We have overcome," they say, "for the sake of "the wants of our ill-provided neighbourhood, the prejudices "against state-connexion in which we were reared, and after we "have made this sacrifice of feeling, and have admitted Govern-"ment interference, we find the Government refusing to help "us, and reserving all its help for those who, far more than "we, can help themselves."

Dissatisfaction of their managers under these difficulties.

They forget, nor would it much console them to remember, that it is in great measure to their own jealousy, to their own past and now confessed prejudices, that their difficulty is attributable. Such an assistance as they demand amounts, in fact, very nearly to the maintenance and support of their school at the expense of the state. The state would contribute the bulk of the funds, and they would contribute the management. The principle of a school system reposing on voluntary local effort is thus abandoned. But what has hitherto made it impossible for the Government in this country to found a national system of education? The loudly-avowed preference for a system of voluntary local effort. And had the Government been inclined to offer an entire support to those schools which should demand it, what would have rendered such a course difficult or impossible? The outcry that voluntary effort on the part of self-supporting and independent schools was to be swamped by the competition of schools maintained by the state. Only one way, therefore, was left open by which the state might, in part, remedy the short-comings of voluntary effort, and that was by affording its aid only in correspondence with voluntary contribution. Thus schools were to depend for their *existence* upon themselves, and only for a *higher development of their efficiency* were they to depend upon the Government. Even this arrangement has been accused of injustice to independent schools, by unfairly placing them in competition with schools improved and highly developed through Government aid. What would have been said of an arrangement which not only improved and developed such competing schools, but actually founded them and maintained them in existence?

The Government not answerable for them.

Present system forced upon Government.

It is, however, certain, that the present arrangement, imposed as it has been on the Government by the necessity of circumstances, and rendering as it has rendered all the benefit possible under those circumstances, fails to assist certain schools

Under present system difficulties of certain class of schools inevitable.

which stand greatly in need of assistance. Professing as it does to improve the quality rather than to increase the quantity of elementary schools, it is most sufficient and successful in large towns and populous neighbourhoods. In these principally I had, until lately, witnessed its operation, and by its success in these I had been profoundly impressed; for here it is, above all, the *quality* of elementary education which needs improvement. On becoming more acquainted with its operation in poorer and more thinly peopled districts, I cannot but be impressed with the conviction, that its adequacy is here no longer the same; for here it is the increase in the *quantity* of education, it is the very establishment and maintenance of schools, which is in many cases the thing required.

Undesirableness of relieving this class by formation of a body of lower-paid *principal teachers.*

The high rate of payment which the services of a trained teacher now command forms the obstacle, in the case of schools of the poor class just mentioned, to their acquisition of such a teacher, and, therefore, to their participation in your Lordships' grants. To improve the position of the teacher in respect of his salary as well as in other respects, has been a constant endeavour of your Lordships, and that this endeavour has been crowned with success is a public benefit. The formation of a class of *principal teachers* paid at a low rate is by no means to be desired; and, therefore, while I lament the difficulty in which their inability to pay a high salary to a teacher places the managers of certain poor schools, I should be sorry to see that difficulty removed by any change which lowered the present standard of *principal teachers'* salaries.

Wants of another class of schools. Desirableness of relieving these by formation of a body of certificated *secondary teachers.*

For the wants of these schools, therefore, it is not easy, under the present system, to suggest a provision; there is, however, in the higher class of schools under my inspection, a want which is at this moment strongly felt, and to which it lies, I think, in your Lordships' power in some degree to afford relief. In this higher class of schools there is a great and growing demand for regularly trained *secondary* or *assistant teachers*, which is at present most inadequately supplied. Such teachers would be employed under the supervision of the principal teacher, whose salary would remain at the present rate; but the richest body of school-managers is generally unable, even were it desirous, to pay the assistant at the same rate as the principal. But the increase in the number of schools aided by your Lordships, and requiring trained teachers, is at present so rapid, that it still fully keeps pace with, or even outstrips, the supply of such teachers; a student in a training school, therefore, after he has finished the shortest period of training which is permitted, finds no difficulty in at once obtaining his appointment to an elementary school at a principal teacher's salary. There is not at present left, after

the existing elementary schools have been provided with principal teachers, any class of students unprovided for, and willing, therefore, to accept a less remunerative, although, for them, more instructive and more improving employment.

Formation of such body beneficial alike for schools and students.

For not merely is the teacher of a large and important school greatly benefited by the service of a highly trained student, infinitely superior in training, information, and authority, not alone to the class of pupil-teachers, but also to the class of assistants established by your Lordships' Minute of July 1852, but the student, too, on his side, may be greatly benefited by such service. Under the successful and experienced teacher of a large and thriving school he may learn what the training school cannot teach him, what his own experience can only teach him slowly and after many mistakes—the practical methods by which great schools are made and kept thriving. It is well worth his while for the sake of such knowledge, for the sake of learning, in a good practical school, how to manage children, how to deal with parents and managers—it is well worth his while, in consideration of such advantages, to content himself for a year or two with a somewhat lower salary.

Its formation at no distant period probable.

The time will no doubt arrive when the present extension of the pupil-teacher system will bear its natural fruits, and when, after all the principal-teacherships of elementary schools are occupied, there will yet remain year by year a considerable class of students not posted as principals, and willing, therefore, as in Holland and Prussia, to begin their career as assistants; but this period has not yet arrived. Its arrival will greatly benefit elementary schools, and will benefit in a scarcely less important degree the trained students also. Even under the present circumstances, I have been greatly struck with the keen and just sense which I have found existing among the students themselves of the advantage to be derived from serving for a certain period under an experienced master in a formed and successful school; more than one student has expressed to me his readiness to forego the higher rate of salary which he might obtain as a principal teacher, for the sake of obtaining this invaluable experience as an assistant. At present, however, it is only in a school of the very first order, and offering, therefore, to the student the most extraordinary advantages as a place of practical training, that I feel warranted in urging him to accept an engagement as assistant, to the temporary detriment of his condition as respects salary. Indeed the authorities of the training schools would at present be opposed to any extensive employment of their trained students as assistants; for not only are they naturally unwilling to allow them to forfeit the tangible benefit of the best-paid situations offered, but they

cannot leave the schools in connexion with them without principal teachers, which they would do if they now diverted to other employment any considerable portion of their yearly supply of students.

Mode by which Government might, even at present, facilitate employment of certificated secondary teachers.

It is desirable, however, and I am sure your Lordships will feel it to be desirable, to encourage as much as possible among the managers of schools their growing wish for this highly trained and efficient class of assistants; this only aid which can considerably lighten the labours of a chief teacher, or enable him to feel really at ease with respect to the management of those parts of his school which are not for the moment under his own personal tuition and superintendence. Perhaps it might be possible for your Lordships to promote this useful disposition on the part of managers by relaxing your regulations with respect to augmentation grants, so far as not to require, as a condition of payment of the assistant's augmentation grant, that corresponding amount of voluntary contribution on the part of the managers which is required for the payment of the augmentation grant of the chief teacher. If your Lordships could accept in each single school *one* fulfilment of your condition—its fulfilment in respect of the principal teacher—as sufficient to carry the payment of *all* augmentation grants in that school, a step would be gained towards the desirable object of rendering easier, and in due time more general, the employment of certificated assistants.

Pupil-teachers. Improvement in these as a body.

It is impossible that the place of such assistants can ever be adequately supplied by pupil teachers; yet in these, as far as regards the general rate of their instruction and efficiency, I can observe a marked and most satisfactory improvement. There are now never presented to me such candidates as those who were some years ago, not only presented, but, in default of better, necessarily admitted. I have now never, or very rarely, in reviewing year by year the examination papers of actual apprentices, to exercise that indulgence in order to let them pass as entitling their writers to the receipt of their stipend, which I had often to exercise at my first appointment. But I find it increasingly difficult in the schools under my inspection in London to obtain boys in sufficient number as candidates for apprenticeship. Those who are obtained are generally well qualified; but the difficulty is to obtain them at all. There is not the same difficulty with respect to girls; their labour being less valuable, and the field of employment open to them less wide, it is easy to obtain girls in sufficient number as apprentices. But in London the class of boys from whom apprentices for the schools which I inspect are usually taken, can earn so much, and can earn it so young, and in so many ways, that I find their parents

Difficulty of obtaining, in London schools, male candidates for apprenticeship.

unwilling to permit their engagement as pupil-teachers at the present rates of remuneration. In some schools the liberality of the managers has provided the means of meeting this difficulty. By devoting a certain portion of the capitation grant to the augmentation of the stipends of male apprentices, they are enabled to offer a remuneration quite equal to the market value of a boy's services, and quite sufficient to overcome the disinclination of his parents to his engagement. But the schools, in which the liberality or the wealth of the managers is so great as to render such an application of the capitation grant possible, are not numerous, and, in all but these few, the difficulty of which I have spoken is severely felt. It is no doubt often true, that a boy by accepting the situation of pupil-teacher gains a training which enables him to occupy at the age of twenty-one a higher and a more lucrative position than that to which other employment would have conducted him; that, by taking less money now, he is in fact, enabling himself to obtain more money hereafter; but to look forward in this manner is seldom, in the class of society from which apprentices are taken, the habit or the inclination either of boys or parents.

Infant departments to British schools.

I find, I am glad to say, the committees of British schools becoming more and more alive to the importance of the establishment of infant schools; more and more disposed to admit the undoubted truth, that the admission to their institutions of the older children of a family makes it incumbent upon them to make some provision for the education of the younger; to admit, further, that this education needs a separate methodized system of its own, and that the presence of a large body of infants in an ill-taught and ill-trained mass, at the bottom of their older schools, inflicts injury on the whole school, and not merely on the infants themselves. The Wesleyans continue and extend their activity in the establishment of infant schools; that department of elementary education in which they have already done so much, and with such happy results. With the organization of their older schools, of which subject I spoke in my last report, I cannot say that I am yet quite satisfied; they seem to me by no means to have yet perfectly adapted to their new system of fittings their mode of arranging their scholars. With groups of desks of the best kind, and arranged in the best order, Wesleyan school-rooms still too frequently present the spectacle of bodies of children arranged in no correspondence whatever with their groups of desks. Desks, floor, and gallery seem to be all irregularly used, and the result is, an entire want of symmetry in the aspect of the school-room arrangements. The higher divisions are often very large, while the lower divisions are very small; whereas the right method is

Good infant-school system of Wesleyans.

Defective organization of some of their older schools.

rather, if there must be inequality in the divisions, to make the higher divisions small and the lower divisions large; since the collective methods which large divisions necessitate can be more advantageously applied to the instruction of very young than to that of older children. As it is, the Wesleyan schools, with a far better system of fittings than British schools, often present examples of far inferior organization. Yet the school-rooms of the senior and junior practising schools at Westminster, and of the girls' school, offer models of school-arrangement, and suggest models of school-organization, of which I should be glad to see every large Wesleyan school in the country take advantage.

Improvement of school premises in London and its neighbourhood.

The improvement and renovation of the schools under my inspection in London and its neighbourhood—an improvement which in my last report to your Lordships I stated to be commenced—has been unremittingly carried forward during the past year. Several new schools have been added to the number of those already under inspection; two of these, the school established by the Wesleyans in the New North Road, and that established by the Presbyterian congregation at Woolwich, already rank among the most important institutions in my district, from the scale on which they are founded, and from the energy and success with which their operations are begun.

Establishment of new schools.

I have the honor to be, &c.

To the Right Honorable MATTHEW ARNOLD.
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY MATTHEW ARNOLD, Esq.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	91	51	45	28	26	11,956	8,099	11,151	7,406	26,024	109	393
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	6·53	6·71	8·05	11·9	14·2	12·21	11·92	10·84	8·26	5·24	2·90	1·15
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	45·3	23·6	13·72	8·81	5·02	3·55
Simple Inspection	—	—	—	—	—	—

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 122 inspected, in which

Subject of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	120	—	118	—	2	—	—	—
Writing	120	—	117	—	3	—	—	—
Arithmetic	120	—	110	—	9	—	1	—
Geography	120	—	108	—	8	—	4	—
Grammar	116	—	90	—	21	—	5	—
History	111	—	98	—	11	—	2	—
Music from Notes	—	—	—	—	—	—	—	—
Drawing	6	—	4	—	2	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	140	5	—	141	4	—	125	14	4	136	3	—	135	3	—	137	3	—	126	1	1
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 88* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	523 18 0	5,784 4 3	7,548 5 7	2,924 7 4	16,780 15 2	0 19 0½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 88 * of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*, relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	11,532 6 6	1,203 18 4	4,518 3 6	17,344 8 4	0 19 8	17,630
Simple Inspection	—	—	—	—	—	—

SUMMARY *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 117 17 11	£ s. d. 84 5 0	£ s. d. 73 18 11	£ s. d. 53 18 8	£ s. d. 64 0 0	£ s. d. 42 0 6
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants .	62	17	36	11	9	15
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free	Annual Grants .	16	6	8	—	6	1
	Simple Inspection	—	—	—	—	—	—

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	79	20,286	11·75	43·66	24·63	14·36	6·2
Simple Inspection	—	—	—	—	—	—	—

* The number of schools inspected during the year was 91; but from 3 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, *by Her Majesty's Inspector of Schools,* JOSEPH BOWSTEAD, Esq., M.A., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the Year* 1857.

MY LORDS, January 1858.

I HAVE the honor to submit my fifth annual report upon the condition of the schools placed under my supervision.

Modification of district.

Upon the present occasion it would be useless to analyze the details contained in the summaries appended to these remarks (*see Appendix* A.), or to institute, as I have generally thought it expedient to do, minute comparisons between the returns of the past year and those of its predecessors. The returns no longer relate to the same schools, or even to schools which are the same in the main. The district under my charge has been greatly modified since the commencement of 1857. Eight counties in the south of England, extending from Cornwall to Surrey, have been taken from it, whilst five west midland counties have been added to it; and my visits now stretch over seven counties in England, and the same number in Wales. It results unavoidably from this recent change, that the facts collected by me during the past inspectorial year relate partly to my old district, and partly to my new one; that the summaries in which they are embodied represent accurately neither the one nor the other; and that I am unable to bring forward any statistical proof of the progress of the district in regard to regularity of attendance, the extension of the school-age, or any of the elements of internal efficiency. I may venture, however, to state my decided impression that the capitation grant has had a great and general influence for good upon the attendance of children at school, and that prize-schemes and other efforts of the same tendency are doing something to prolong their stay to a later age than heretofore.

Statistical summaries.

Before dismissing the subject of annual returns, I may be permitted to point out how important it is that the official summaries collected from the reports of Her Majesty's Inspectors, and furnished to each of them at the close of the year by your Lordships' directions, should be rendered as complete as possible. Their scope has, indeed, been considerably enlarged within the last few years, but some important additions still remain to be made. They give us no account of the number of children in each district on whose behalf a capitation grant has been paid, or of the proportion which that number bears

either to the average attendance at the several schools, or to the aggregate number of children who have been in school at all in the course of the year. Such a return would become a very valuable test of the regularity of attendance, if care were taken to ascertain not only the number on whose account the capitation payment has been made, but also the number of those who, having attended with sufficient regularity to satisfy the conditions of the grant, were excluded by the non-payment or over-payment of fees.

Progress of education by means of Non-church schools.

With respect to the enlarged operations of the Minutes of the Committee of Council on Education, the materials for a confident opinion are by no means wanting. In the year 1852, when I had the honor to be appointed one of Her Majesty's Inspectors of Protestant schools in England not exclusively connected with the Established Church, the schools of that class were under the supervision of three inspectors, whose energies were not over-taxed. In 1854, however, it became necessary to appoint a fourth inspector; and again in 1857 it was found requisite to augment the staff to six. Each of these six has now as much to do as any one of the three inspectors of 1852, and consequently the public work done in promoting education by means of this class of schools has been at least doubled within the last five years. Of the six districts into which the country is divided, my own does not by any means contain the largest number of schools, yet it embraces 110 institutions claiming annual grants, and these institutions comprehend 165 distinct schools or departments under separate teachers. As many of these separate departments contain 300, 400, or even 500 children, and those which are smaller are scattered about the country at great distances from one another, it is practically impossible to inspect on the average more than five distinct schools in each week; indeed, there are few weeks in which it is not necessary to hold a collective examination of pupil-teachers, and this always occupies a day. Thus the annual grant cases alone in my district fully occupy 33 weeks in each year; and when allowance is made for examinations for certificates of merit and Queen's scholarships, for the revision of papers written at those examinations and by pupil-teachers, for the writing of a general report, and for necessary vacation, scarcely any time remains to be devoted to cases of simple inspection.

Simple inspection.

There are about fifty cases of simple inspection upon my list, but I have never been able to visit more than half of that number in any one year; and in fact there are several schools set down for inspection which I have never seen. The past year, owing to circumstances to which I shall refer in the course of this report, was one of unusual occupation; and some

effort was required to visit as many as seventeen institutions for the purpose of simple inspection. This, indeed, was rendered practicable only by the aid of my colleagues, Mr. Alderson and Mr. Scoltock, each of whom kindly devoted some two or three weeks to the inspection of schools in my district, the payments to which must otherwise have fallen into arrear. I beg leave to express my gratitude to them and to your Lordships for the valuable assistance thus afforded to me.

Need of increased staff.

It is impossible to dispute the necessity of attending first to those cases in which public money is to be dispensed; but the neglect, however unavoidable, of schools in which inspection alone is at present desired, is not a small evil, nor is it at all adequately represented by the fifty cases on the list. My time has always been too much occupied to admit of attention being given to this class of schools. I have been obliged to ignore innumerable private requests made to me for visits and advice; and it is hardly matter of doubt that the opportunity has thus been lost of adding to the simple inspection catalogue at least as many schools as are there already, and of preparing those schools for that state of higher efficiency which continued inspection is generally found to promote. I trust I may be permitted to hope that your Lordships will speedily apply a remedy to this evil, and so augment the staff of inspectors for this valuable class of schools as to afford adequate means of developing the results which they are capable of producing.

Dowlais night schools.

At Easter last I held an interesting examination of the night schools maintained by the trustees of the late Sir John Guest, in connexion with the large ironworks at Dowlais. The average attendance at these schools during the winter of 1856–7 was 443, namely, 228·5 males and 214·5 females. The night school for males is under the charge of Mr. Hirst, the certificated master of the boys' day school, and a staff of five paid assistants. The difficulty of securing the services of pupil-teachers in this district, where juvenile labour of another kind is so much in demand and so highly recompensed, has caused the principal boys' school at Dowlais to be carried on without their aid, and a number of assistants under the Minute of 23 July 1852 to be engaged in their stead. These young men, guided by a head master of talent and experience, form an excellent corps of adult trained teachers for the night as well as the day schools, and give to both a tone of energy and efficiency which is rarely to be met with. There are generally two or three assistants of the same class in the girls' or infants' schools; and these, under the direction of Mrs. Hirst, and with the help of some other paid assistants, form an efficient corps for the instruction of young women in the night

schools. The trustees desired, at the close of the last season, to test the proficiency of both schools by a written examination; and with your Lordships' sanction, I undertook to prepare a paper for the purpose (*see Appendix* B.) Sixty-five boys and young men and twenty-two young women came forward to answer the questions in that paper. They were previously quite unaccustomed to produce their knowledge in writing, and many of them besides were but little in the habit of speaking English. I expected, under these circumstances, that the written replies, even to questions so elementary as those which I had proposed, would be very unsatisfactory; but the male candidates exceeded my anticipations, and I felt warranted in recommending forty-two out of the sixty-five for prizes of greater or less amount. The females displayed less proficiency; yet, nine out of the twenty-two did enough to justify reward. I have reason to believe that the experiment of a written examination, with prizes for the most proficient, was highly successful as a stimulus to the attendants at these schools, and I trust that its repetition at the close of the present season will give ample proof of the good effects produced by it.

Regulations as to night schools.

These Dowlais night schools are almost the only thoroughly successful institutions of the kind with which I am officially acquainted, and their success is chiefly due to the peculiar circumstances which have driven the managers to engage, at a great expense, so many adult assistant teachers. This resource is rarely available in other localities, and, I regret to have to report that the progress of education by means of evening classes is, within my experience, both slow and unsatisfactory. The last Minute, issued by your Lordships upon this subject, contains three restrictions:—

1. The sum received in fees at the night-school must equal or exceed the Government grant.

2. The night-school must be in connexion with a day-school in receipt of annual grants.

3. Teachers of night-schools must be under forty years of age.

I have known insuperable difficulties to arise from each one of these restrictions, and I venture to suggest that the necessity of imposing them should be re-considered. If it were thought right to allow a larger discretion, in matters of detail, to the managers of these institutions, and to award, under proper guarantees, more liberal grants towards the payment of efficient teachers, I am persuaded that the Education Department of the Government might enable night schools to do much more than they accomplish at present, towards promoting the objects which it has in view.

Half-time schemes.

Permit me to request attention to the regulations affecting another class of grants. I allude to the Minute of 29 April 1854, and especially to that part of it which proposes "to accept in schools under certificated masters an annual "attendance of 88 instead 176 whole days in school, as the con- "dition of a capitation grant for boys over ten years of age." The Minute goes on to provide, among other things, "that in "the first instance a scheme shall have been submitted by the "managers of the school to their Lordships for approval, and "shall have been approved, showing in what manner it is pro- "posed to provide for the alternation of lessons in school with "ordinary labour." I believe that in my district no grant has ever been made under these provisions, except in the case of factory children, and the reason is, that it has not been found practicable in any case to settle a scheme beforehand which could be honestly worked out. Except in the case of factories, the demand for juvenile labour is not constant throughout the year. At one season, all the boys of working age in a district are wanted together, and at another, none of them are called for. Nor are these seasons of regular recurrence. Their earlier or later approach depends upon weather, the fluctuations of trade, and a variety of causes which cannot be accurately foreknown. In this manner an excellent intention has been frustrated, and the continuance of boys at school after the age of ten has failed to receive that encouragement which the universally acknowledged importance of the subject so eminently deserves. As the managers of several schools in my district have manifested considerable anxiety to avail themselves of the Minute, but have been thwarted by the causes already mentioned, and as I have reason to think that the experience of other Inspectors on this subject is not very different from my own, I venture to suggest the sufficiency of the following regulation in lieu of that which I have quoted, namely, to provide that the capitation grant shall be payable for 88 days' attendance per annum, in the case of boys above ten years of age under a certificated master, on the simple production of a trustworthy certificate that such boys have been at work when absent from school.

Prize-schemes.

A considerable portion of my time during the past year has been given up to examinations and other duties connected with prize-schemes. In March I assisted my colleague, the Rev. H. R. P. Sandford in examining nearly 500 candidates for prizes in South Staffordshire, and also took part in revising the answers, settling the results, and distributing the prizes at a public meeting. In June I was engaged, in conjunction with my colleague, the Rev. F. Temple, in the performance of similar duties, and also in the preparation of examination papers, for

the Exeter examination of pupils from the middle-class schools of the three counties of Cornwall, Devon, and Somerset. In July I joined a third colleague, the Rev. H. W. Bellairs, in conducting the examinations and other business connected with three prize associations recently established in Monmouthshire and South Wales. On the first and second of these engagements, however interesting in themselves, it is not necessary that I should make any special remarks. The South Staffordshire prize-schemes have been from their commencement under the special direction of my colleague, the Rev. J. P. Norris, whose unavoidable absence from England at the date of the last competition for prizes, was alone the cause of my assistance being needed. As he has now happily returned with restored health, he will be enabled to resume his valuable supervision of the working of these associations, and to keep public opinion duly enlightened upon their progress.

With respect to the very interesting history and results of the prize-scheme for middle class schools in the western counties, I need only refer to Mr. Temple's report, and to the full particulars of the Exeter examination, given in Mr. T. Dyke Acland's account of the origin and objects of the Oxford Associate in Arts examination.

South Wales prize-schemes.

Associations for awarding prizes among the elementary schools of the mining and manufacturing districts of South Wales were in course of formation by H. Seymour Tremenheere, Esq., the commissioner for inquiring into the state of the population in the mining districts, as early as 1855. I had occasion to notice his exertions in this matter in my General Report for that year. In the early part of 1856 Mr. Tremenheere, having already secured the assent of Mr. Bellairs to act as one of the examiners for these prizes, proposed to me to share the duties and responsibilities of that office. In an ordinary case, knowing how easy it would be for an Inspector, possessing the experience and ability of Mr. Bellairs, to conduct such an examination single-handed, I should certainly have withheld an unnecessary co-operation; but it was urged that the peculiar circumstances of South Wales, its large dissenting population, and the fervour of its religious parties, required that the different classes of schools should be represented in the examining body; that neither a clerical nor a lay inspector could possibly at first command the confidence of all parties, and that only by the union and co-operation of the two could the machinery necessary for the successful working of these prize-schemes be set in motion over the whole mass of the working population of the district. I found, moreover, that the scheme of examination recommended by Mr. Tremenheere, and already sanctioned by

Mr. Bellairs, was well adapted to meet the views of a majority of the educationists whose schools I inspect, and that those schools, if induced to take part in the competition, would be likely to furnish no small proportion of the candidates for prizes. These considerations decided me to yield a conditional assent to Mr. Tremenheere's proposition, and to join him in seeking your Lordships' sanction to the arrangement. Accordingly, in February 1856, Mr. Tremenheere, Mr. Bellairs, and myself had the honor to submit the whole scheme to the personal consideration of the Lord President, and to receive from him a cordial sanction to the devotion of the necessary time and the employment of all ordinary official appliances, in preparing for and conducting the proposed examinations. It was not found practicable to hold any examination within the year 1856; but programmes were circulated among the schools of the district, notice was given in the public papers, and everything was made ready for the commencement of operations on a considerable scale in 1857. The district was apportioned among three distinct associations; the Monmouthshire, the East Glamorganshire, and the West Glamorganshire and Caermarthenshire. These are in reality independent of each other; but having had a common originator and the same examiners, they have hitherto been conducted on one principle, and may without injustice be regarded as parts of a whole. An influential gentleman in each association undertook the duties of honorary secretary, and a prize fund of more than 300*l.* was raised by their united efforts. The first competition for the prizes offered by these associations took place in July 1857; the examinations being held at Newport, on the 7th, for the Monmouthshire Association; at Cardiff, on the 14th, for the East Glamorganshire Association; and at Swansea, on the 17th, for the West Glamorganshire and Caermarthenshire Association. The whole number of candidates was 505, of whom 322 were boys, and 183 were girls. Of these 505, 214 presented themselves at Newport, 130 at Cardiff, and 161 at Swansea. They represented forty-six distinct institutions. The scheme of examination was printed in your Lordships' Minutes for 1856–7, as an Appendix to Mr. Bellairs' General Report, and need not be repeated. The *viva voce* examination was limited to reading and dictation; in other subjects the children were required to give written answers to printed questions. The examination papers used at Swansea are given at the close of the present report (*see Appendix* C.) Those used at Cardiff and Newport were precisely similar to, though not identical with, the Swansea papers. The subjects embraced were, reading, dictation, arithmetic, geography, and grammar; and for girls, sewing and cutting out. Geography

and grammar were required from those only who aspired to the higher prizes. Every child that could read, write, and spell satisfactorily, and work sums in the first four rules of arithmetic, was considered entitled to one of the lower prizes. The result showed a total of 282 candidates, namely, 170 boys and 112 girls, to be entitled to prizes of more or less value. These were divided into three classes, according to their proficiency; and prizes of 2*l.* each were awarded to 25 in the first class, of 1*l.* each to 99 in the second class, and of 5*s.* a piece to the remaining 158 who formed the third class. Thus the large sum of 188*l.* 10*s.* was expended in direct money prizes, which were distributed at public meetings held at the head-quarters of each association. There were 223 candidates to whom no prizes could be awarded; but these, as well as the successful competitors, had produced certificates of good conduct, of regular attendance at school for two years, and of having been actually present 176 full days within the year immediately preceding the examination; and it was no trifling merit for a child, under such circumstances, to have been admitted to compete. The attainments displayed at this examination, though by no means extraordinary, were certainly not such as to disappoint me. Most of the candidates had been brought up to use the Welsh language on all ordinary occasions, and the task of writing their answers in English was itself not unfrequently a hard one. This circumstance necessarily gave a great advantage, in this first examination, to children from the towns on the coast, where English is generally spoken; and also caused some differences to be clearly perceptible between the competitors in the several districts. The Cardiff examination undoubtedly embraced a larger proportion of young people from the hills than either of the others, and the average standard attained there was consequently somewhat lower. But this inferiority was confined to geography, grammar, and dictation; and did not characterize the answers in arithmetic. Indeed the excellence of the teaching in one large school among the hills enabled its pupils to compete upon terms of perfect equality with those of the town schools; and whilst each of three moderate sized schools in Cardiff obtained one first-class prize, the large boys' school of the Dowlais Iron Company carried off no less than three. This would be sufficient proof, if any were needed, that the inferiority of the schools attached to the ironworks is not inherent, but only accidental and temporary; and that perseverance and good teaching will assuredly enable them, in future competitions, to dispute the palm with schools which may seem to be more advantageously situated. Such, indeed, appeared to

be the general feeling among the candidates themselves and their teachers. The associations, originally organized with a view to stimulate only the schools connected with the iron, coal, copper, and other works, had before the examinations most liberally thrown open their prizes to all the elementary schools in their respective districts; and the consequence was, that the town schools of Abergavenny, Newport, Pontypool, Cardiff, Swansea, and Llanelly, carried away a large proportion of the most valuable rewards. Yet no murmuring was heard from the less fortunate competitors of remoter localities, and I have reason to know that in many instances masters and scholars returned home together with a single-minded determination to work hard and to the purpose during the coming year, and thus endeavour to deserve that success which had escaped them for the time. I heard also of cases where parents, whose children had gained small prizes, resolved, notwithstanding their previous intentions to the contrary, to continue them at school another year, or if possible until they shall have gained the highest prize. I hope and believe that these are not isolated cases, and that they will become more numerous each year as the associations advance in their useful career. Those associations were formed for the very purpose of producing such results as these, and a moderate multiplication of similar instances will amply repay them for the trouble and expenditure incurred. Official duties led me to pass through a large portion of the district in the month following these examinations; and I am satisfied, from personal observation, that such a spirit of energy and determination about educational matters had been roused in various quarters as can hardly fail to bear good fruit. The examination of which I have spoken was confined to secular subjects, and was conducted jointly by Mr. Bellairs and myself. To prevent misconception, it is necessary to state that, at the close of the secular examination, Mr. Bellairs examined such candidates as wished it in Holy Scripture, and also in Catechism and Liturgy. This latter examination formed no part of the scheme submitted to me in January 1856 by Mr. Tremenheere, and published in the last annual volume of your Lordships' Minutes by Mr. Bellairs, but was resolved upon in May 1857, at the instance (it was understood) of some dignitaries of the Established Church. As it had no influence upon the prizes given out of the general funds of the three associations, and as I was in no degree responsible for it, I need not do more than indicate the fact that such an examination took place. I will only add, therefore, that it gave me pleasure to assist in giving out and collecting the religious papers, and that I was gratified to find so

many children from all classes of schools volunteering to work them. I trust that Mr. Bellairs may be able to give a satisfactory account of the answers which he received.

I cannot conclude my imperfect description of these interesting prize-schemes in South Wales without expressing my firm conviction of the great good which associations of this description are capable of effecting. There may be districts in which such stimulants are unnecessary. A part of my vacation last year was spent in Scotland, and I could not pass even hastily through that country without encountering many evidences of a stronger feeling about the importance of education than any we are accustomed to meet with in the south. I believe that most parents among the working classes in Scotland fully appreciate at least the commercial value of instruction to their children. Many, I know, take higher ground, and regard the school as one of the chief securities for the continuance of that moral and religious development, for which Scotland has been remarkable since the sixteenth century, when the parochial school system was established. Certain it is, whatever the cause, that working men in Scotland are generally prepared to make considerable sacrifices in order to secure a good education for their families; and where such is the case, I confess that I should prefer to rely solely upon that natural affection and sense of parental duty which act so powerfully upon the most educated classes of every civilized community. But I fear that our working people in England and Wales have by no means reached the standard of Scotland with regard to their appreciation of education. Natural affection suffices to make them care for the bodies of their offspring, but the sense of duty is not sufficiently enlightened to make them anxious about their minds. Thus the highest and best motives have not sufficient influence in the present state of our population to ensure proper attention to mental and moral cultivation, and it becomes necessary to substitute secondary motives for a time. Compulsion is impracticable with our free institutions; and in its absence, prizes, certificates, and mutual emulation suggest themselves as the fittest resort in such a state of things. We may regret that it is necessary to use them, but they are perhaps the only remedy within our reach. We must use them with discretion, and never forget that they belong only to an abnormal condition of the education question. The result of using them should be to render their continuance unnecessary, by raising up a generation of parents intelligent enough to understand that education, viewed in all its bearings, is even more important to their children than health of body or strength of limb.

Value of prize-schemes just now.

Staffordshire and Shropshire prize-schemes.

With these convictions of the value of prize-schemes at the present stage of our educational progress, I rejoice to find so many important prize associations established within the limits of my district, and extending their benefits to all classes of elementary schools. The well-known associations in Staffordshire and Shropshire, under the guidance of Mr. Norris, extend their benefits equally to the Church schools which he inspects and the non-church schools placed under my supervision. There is but one examination for the children from all these schools; that examination embraces a portion of Holy Scripture annually selected for the purpose; and it is most gratifying to find that this part of the examination, conducted by a clergyman of the Church of England, is quite as acceptable to the schools of the nonconformists as to those of his own communion.

Gloucestershire prize-scheme.

An association, based on the comprehensive principles which Mr. Norris has found to be so practicable elsewhere, has just been formed for the county of Gloucester, under the auspices of its lord lieutenant, the Earl of Ducie. A copy of the scheme will be found appended to this report (*see Appendix* D.) The first examination is intended to be held in the early part of the approaching summer. It is hoped that the seed, which has produced so bountiful a crop of good results in the counties of Stafford and Salop, may not be found unsuited to the soil of Gloucestershire; and that, whilst the many first-rate schools in the last-named county will almost certainly be further strengthened and improved by means of this association, it may not fail to lift up the smaller and remoter institutions to a standard of efficiency which they have never yet reached. The practical character of its examinations will be secured, not only by the provisions for that purpose inserted in the programme, but much more by the assistance of my colleague Mr. Jelinger Symons, one of the most earnest advocates of, and highest authorities upon, practical education. It may also be assumed that the cordial and unforced union of members of different religious communities in a common examination, based upon the Bible, can hardly fail to exercise a beneficial influence on the youthful candidates, and to promote the growth of Christian charity.

I have the honor to be, &c.

J. BOWSTEAD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY J. BOWSTEAD, ESQ., M.A.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e. institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	108	47	43	22	50	11,736	8,807	10,359	7,610	27,970	110	406
Simple Inspection	17	5	2	–	11	827	507	831	518	1,990	–	–

Per-centage of Childen on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	5·87	6·77	8·92	11·56	13·27	12·5	11·83	10·47	7·4	5·63	3·16	2·62
Simple Inspection	·3	1·03	4·59	18·79	14·79	12·72	13·17	11·83	9·76	2·96	5·18	4·88

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	49·11	21·64	13·24	7·86	4·39	3·76
Simple Inspection	89·72	4·17	3·89	1·67	·55	–

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*

Number of Schools, out of 158 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	138	15	123	13	15	2	–	–
Writing	138	15	128	14	10	1	–	–
Arithmetic	138	14	114	11	23	3	1	–
Geography	137	15	114	10	23	5	–	–
Grammar	135	14	108	9	26	5	1	–
History	128	9	112	6	15	3	1	–
Music from Notes	13	4	13	3	–	1	–	–
Drawing	37	2	35	2	2	–	–	–

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	147	11	–	148	10	–	134	22	–	144	5	3	135	18	–	158	–	–	140	–	–
Simple Inspection	15	2	–	17	–	–	13	4	–	8	7	1	14	2	1	17	–	–	3	–	1

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 104 (Annual Grants) + 6 (Simple Inspection) = 110* of Schools enumerated in Summary *a*.										Average Income per Scholar in Attendance.†
	From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.			
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.
Annual Grants .	262	12	3	6,385	1	1	5,910	16	2	1,611	18	8	14,170	8	2	0 15 11¼
Simple Inspection	—			106	18	8	125	5	4	77	10	2	309	14	2	0 11 10½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 104 (Annual Grants) + 6 (Simple Inspection) = 110* of Schools enumerated in Summary *a*.									Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.			Books and Apparatus.			Miscellaneous.			Total.				
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.	
Annual Grants .	10,380	19	0	1,311	7	0	3,115	9	8	14,807	15	8	0 16 8	17,766
Simple Inspection	310	8	0	32	10	0	45	18	7	388	16	7	0 14 10½	522

Summary *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	98 15 3½	65 4 0	69 10 3	40 12 6½	59 2 2	37 7 8½
	Simple Inspection	—	77 10 0	—	35 7 6	—	—
Number on which average is taken	Annual Grants .	68	27	30	15	12	11
	Simple Inspection	—	2	—	4	—	—
Number provided with house or rent-free	Annual Grants .	22	9	10	3	4	3
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 125; but from 15 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	94	120,251	40·11.	32·25	15·8	9·05	2·79
Simple Inspection	4	399	7·02	11·78	44·36	33·33	3·51

APPENDIX B.

DOWLAIS NIGHT SCHOOL.—PAPERS USED AT EXAMINATION FOR PRIZES.

You are recommended to answer at least one question in each Section.

Section I.—HOLY SCRIPTURE.

1. Write out the commandment which teaches you your duty to your parents.
2. How, and within what time, was the world created?
Describe the creation of man.
3. Write out either the parable of the Good Samaritan or that of the Ten Virgins, and state what lesson is to be learnt from it.

Section II.—ARITHMETIC.

1. From ten thousand and twenty-three, take 3,507.
2. Find the number of men in an army of 17 regiments, each regiment containing one thousand and twelve men.
3. If a person who receives a legacy of 1,000*l*. spend 457*l*. 6*s*. 9*d*. in the first year, and half that sum in the second, how much will he have left at the beginning of the third year?
4. What would 2*l*. 13*s*. 10½*d*. per week amount to in a year?
Prove the correctness of your result by division.
5. If the diameter of a halfpenny piece be 1¼ inches, how many half-penny pieces will reach $8\frac{7}{10}$ths of a mile?
Work this sum (if you can) both by vulgar fractions and by decimals.
6. What would be the cost of a door 7 ft. 6 in. high, and 3 ft. 4 in. wide, at 2*s*. 3*d*. per square foot?

Section III.—GRAMMAR.

1. What is a *noun*, and what is an *adjective*?
Give three examples of each.
2. Write out the *substance* of the following lines in simple language:—

> "*Forth we went,*
> And *down* the vale along the *streamlet's edge*
> *Pursued* our way, a broken *company*,
> *Mute* or conversing, single or in pairs."

3. Parse the words printed in Italics in the preceding passage.

Section IV.—GEOGRAPHY.

1. Name the county in which you live, its chief towns (distinguishing between inland and maritime towns), its boundaries, and the principal occupations of its inhabitants.
2. Name the principal headlands, bays, river-mouths, and sea-ports passed by a vessel sailing from Liverpool to Bristol.
3. Where and what are *Anglesea, Hull, the Frith of Forth, Ben Nevis, the Giant's Causeway, Cork, Mont Blanc, Gibraltar, Vienna, Vesuvius, Grand Cairo, Teheran, the Ganges, Terra del Fuego, Mexico, Philadelphia, Niagara?*

Section V.—HISTORY.

1. Give an account of the circumstances attending the conquest of England by the Normans, with names and dates.

2. In what centuries, and in what English reigns, did the following events take place:—*The granting of Magna Charta—the first representation of the people in Parliament—the invention of gunpowder—the introduction of the art of printing into England—the discovery of America—the first translation of the Bible into English—the Reformation of Religion?*

3. Name in order the rulers of England during the 16th century, and give a short account of the reign of any one of them.

APPENDIX C.

WEST GLAMORGAN AND CAERMARTHEN PRIZE-SCHEME ASSOCIATION.—PAPERS USED IN EXAMINATION AT SWANSEA.

ARITHMETIC.

Section I.

Every *Candidate should answer two questions and* no more *in this Section.*

1. If ten thousand and twenty-three be added to six thousand seven hundred and eight, how much will the answer fall short of 17,000?

2. If 54 emigrant ships sail every year to America, and every ship contains 315 passengers, what is the whole number of emigrants conveyed annually to America?

3. A wood of two thousand and two trees is to be thinned by cutting down one tree in seven, how many trees will be left after this clearing?

4. How many gross are there in sixty-six score?

Section II.

Every *Candidate should answer two questions and* no more *in this Section.*

1. What sum must be added to 745*l.* 6*s.* 7½*d.* to make 1,000*l.*?

2. If a truck-load of coal weigh 11 tons 4 cwt. 3 qrs. 17 lbs., what weight of coal will be carried in a train consisting of 37 trucks?

3. A farm of 800 acres is divided into 53 fields, what is the average size (in acres, roods, and poles) of each field?

4. Make out a draper's bill for the following items:—29 yds. of calico at 7½*d.*; 17 yds. of linen at 2*s.* 2½*d.*; 13 pairs of stockings at 1*s.* 6½*d.*; 8½ yds. of flannel at 1*s.* 4*d.*; and 3 pairs of gloves at 1*s.* 5*d.*

Section III.

Candidates for the higher prizes *should answer* not more than three *questions in this Section.*

1. If 17 cwt. of sugar cost 53*l.* 11*s.*, what will 5½ tons cost?

2. Find the cost of 513 articles at 1*l.* 17*s.* 7¾*d.* a piece.

3. A book consists of 288 pages, and a person has read the first 180 of them, what fraction of a book remains to be read? Express this fraction in the lowest terms.

4. Reduce $\frac{13}{20}$ to a decimal, and divide the answer by ·0065.

5. What decimal of 1*l.* is a guinea, and what decimal of a guinea is 1*l.*?

6. Find the compound interest on 99*l.* 19*s.* 9*d.* for two years at 3 per cent. per annum.

7. An oblong playground is 9 yards long, and contains 60 square yards, what is its breadth?

In this paper only one question is to be answered in each Section, and the last question will tell the most.

GRAMMAR.

Section I.

1. Define an adjective and an adverb, and give three examples of each.
2. What distinctions of gender have we in English? Give the gender of each of the following words, viz.: workman, maid, play-fellow, grammar, venison, deer, ship, aunt.
3. Give examples of an active, a neuter, and a passive verb. What rule of syntax applies to the noun governed by an active verb?

Section II.

1. Write out in separate columns the nouns and adjectives in the following sentence:

"Much undoubtedly has been discovered or newly learnt in the natural sciences and in the domain of history; *many* too have been the bold ventures at *least*, and novel essays in philosophy. This new wisdom, moreover *was taught far* more universally than *ever before* had been the case, while even the agreeable feeling *produced* by the moderation now prevalent, greatly *promoted* its *wide* and rapid diffusion."

2. Write out in separate columns the adverbs, conjunctions, and pronouns.
3. Parse the words in italics, and (if you can) explain their relations to other words in the sentence.

GEOGRAPHY.

Section I.

1. Explain the meaning of the following terms: ocean, equator, degree, haven, isthmus.
2. Name in order, from the north, the chief rivers in England which flow in a westerly direction.
3. Name the chief coal-fields in England, and describe more particularly the South Wales coal-field.

Section II.

1. Draw a map of North and South Wales, inserting the following: Cardiff, Pembroke, Flint, Aberystwith, Snowdon, Holyhead, the Tivy, the Towy, and the Dovey.
2. Draw a map of any other country with which you are acquainted, and put in the chief mountain ranges, rivers, and towns.

APPENDIX D.

GLOUCESTERSHIRE PRIZE-SCHEME ASSOCIATION.

President.—THE RIGHT HONORABLE THE EARL OF DUCIE.

THE object of this association is to induce parents among the working classes to keep their children at school longer and more regularly than is at present the custom, and to hold out to the children themselves additional motives for diligence and good conduct.

Its prizes are open to schools of every denomination, and whether under government inspection or not; subject to the following regulations:—

Regulations.

1. Every school admitted to present candidates for the prizes offered by the association must be either an elementary day school for the working classes, a workhouse school, or a ragged school, must be nominated by a member of the association, and must be situated either within the county of Gloucester or within ten miles of its borders.

A school nominated by a member who subscribes one guinea may present any number of candidates not exceeding ten; if nominated by a member or members subscribing two guineas it may present any number not exceeding twenty; if nominated by subscribers of three guineas it may present any number not exceeding thirty; and so on.

Boys' and girls' schools under distinct teachers, if belonging to the same establishment, need not have separate nominations.

2. The candidates must be boys or girls (not pupil-teachers or paid assistants) who are at least ten years old.

They must produce the following certificates, signed by their respective teachers, and countersigned by one of the managers of their schools:—

(*a.*) That they have punctually attended some school nominated by a member of the association at least 352 half days during the year ended on the first day of preceding the examination.

(*b.*) That the fees paid for their instruction at the said school have never exceeded 6*d.* per week.

(*c.*) That they can be recommended for truthfulness, industry, honesty, and general good conduct.

In ragged schools attendance for 176 half days will be accepted as a qualification for admission to the examination.

The candidates will be grouped in two divisions, senior and junior, which will be examined on different papers.

This year all children under twelve years of age must enter the junior division; all above twelve the senior division.

In future years every candidate that competes for the first time, whatever his age, must enter the junior division; and the senior division will be reserved for those who have previously obtained a prize in the junior division.

Candidates who obtain any prize in the junior division cannot compete again in that division, but may enter the senior division in the following year.

Candidates who win a first-class prize in the senior division cannot compete again at all; but those who obtain a second-class prize may try for the higher prize in a subsequent year on fulfilment of the usual conditions.

3. Candidates of both sexes in the junior division will be expected to read an easy narrative tolerably; to write a fair round hand; to spell simple words correctly from dictation; to answer questions on the Book of Genesis, and the gospel of St. Matthew; and to work sums in the first four rules of arithmetic, simple and compound.

The boys in this division will also be examined in Crampton and Turner's geographical reading-book, the questions from which will be limited this year to the first thirteen lessons.

The girls will be expected to do plain sewing neatly, and must bring with them a piece of work already cut out and fixed.

Each child in this division who passes an examination entitling him or her to rank in the first class will receive 1*l.* As many of the rest as display fair attainments will be placed in the second class and rewarded with books. The names of the children in both classes, and in order of merit, as well as those of their schools and their teachers, will be published in the annual report of the association.

4. Candidates of both sexes in the senior division will be expected to read an easy narrative fluently and correctly; to write a good school hand; to answer questions on the Pentateuch, the four gospels, and the Acts of the Apostles; to work sums in practice, proportion, and some of the higher rules of arithmetic, and to parse an ordinary sentence.

The boys will also have one paper of questions on the outlines of English history and the geography of the British empire, and another on Mr. Dawes's "Lessons on the Phenomena of Industrial Life," the questions on which will be taken this year from the first thirteen lessons.

The girls will be examined in Tegetmeier's Manual of Domestic Economy (the first twelve chapters for this year), and in their ability to cut out and make a small pinafore, with a button and button-hole, the necessary materials for which must be brought with them.

The best instructed boy and girl in this division (if deemed worthy) will each receive a prize of 3*l.* and a handsomely printed card of merit. Every other candidate who passes a first-class examination will receive 2*l.* and a similar card of merit. Such of the rest as acquit themselves satisfactorily will be placed in the second class, and rewarded with books and plainer cards of merit. The names of both classes in order of merit, with their schools and teachers, will appear in the annual report of the association.

5. The candidates will be examined at places to be hereafter determined by the committee; the examinations at such places being precisely alike and held simultaneously.

The prizes and cards of merit obtained will be declared at a public meeting, which will be held on some convenient day after each annual examination at Bristol, Cheltenham, Gloucester, Stroud, or Wotton-under-Edge, the place being varied from year

to year so as to bring the operations of the association successively before the inhabitants of each portion of the county.

The cards of merit will form a lasting certificate of diligence and good conduct at school, and will be not only a just object of satisfaction to the possessors of them and their friends, but a valuable recommendation for employment.

It is hoped that many employers of juvenile labour in the county will give a preference to children possessed of these cards.

In order to encourage boys and girls to extend their knowledge after leaving school, the association will endeavour, in 1860 and subsequent years, to offer a limited number of 5*l.* prizes to candidates under eighteen years of age, who have previously gained cards of merit under this prize-scheme, and are able to pass satisfactory examinations in certain books, of which due notice will be given. To some extent these candidates themselves will be permitted to select the subjects of examination, and care will be taken to give as much scope as possible to special and peculiar talents.

GENERAL REPORT *by Her Majesty's Inspector of Schools,* J. S. LAURIE, Esq., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the Year* 1857.

MY LORDS,

Limits of new district, &c.

THE new district to which your Lordships have been pleased to transfer me comprises all the counties on the southern coast, with the exception of Kent, together with the Counties of Surrey, Wilts, and Somerset. As your Lordships' arrangements for a new distribution of the work of inspection were at the beginning of the year still incomplete, the charge of this district devolved on me before I could possibly be relieved of much of the labour and responsibility of my previous one. This will explain the irregularity of my tours of inspection during the past year. My tabulated reports for the twelve months ended 31 August 1857, embrace, in all,* 121 institutions,—69 British, 52 Wesleyan; or 167 departments,—102 British, 65 Wesleyan. To these alone the present general report refers, unless where a special exception is made; and it should be here stated that, as the tabulated returns were closed before a highly important group of schools (the group which extends from Bridgewater to Devonport) fell due, the account now given of the state of education in my new district is necessarily incomplete. It is for this reason that, on the present occasion, I am compelled to abandon my previous plan of classifying the schools according to their professional merit; which I do the more reluctantly as, in my former district, it served signally to stimulate the ambition of the better class of teachers.

North-eastern district.

In bidding adieu to the north-eastern district, I cannot forbear expressing a certain regret. There it has been my especial pleasure to enjoy the friendship of not a few intelligent and honest-hearted schoolmasters, whose kindness and independent bearing won alike my affection and esteem, and I carry with me the most agreeable reminiscences of my intercourse with various school managers.† All I have to

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* Inclusive of those Liverpool schools which I inspected on behalf of my colleague, Mr. Morell.

† I cannot forbear recording my particular interest in the spirit of educational enterprise manifested in Norwich, and especially with regard to Miss Martineau's self-sacrificing efforts in establishing successfully an Industrial Girls' school, on the most practical principles. Mrs. Austen has so well described the aim and working of this institution, that, even were it within my present province, any account of mine would be superfluous.

regret is that, in a few cases, I had to curtail my visits within a certain compass of time. This was owing to the rapid increase of schools, and the extensive area which my district covered. In endeavouring to avoid arrears, I presumed, that school managers, in receiving annual grants, would have more satisfaction from an inspection which sufficed for forming my own judgment, than with no visit at all.

Voluntary principle.

In the North-eastern district I had also the satisfaction of observing that the voluntary principle, which your Lordships' enactments take for granted as a basis of operations, had firmly established itself. This principle has assumed two characteristic phases in close correspondence with the two industrial features of the district; the one section of the district is chiefly agricultural, the other almost exclusively manufacturing.

Phase in agricultural districts.

In the agricultural section, while it has been obvious that the subscriptions are not individually large, it has been a matter of no small satisfaction to notice that the class from which they emanate is a widely spread one. The subscriptions are steady. They may be counted on with such certainty that school managers, who are themselves far from affluent, do not hesitate to undertake pecuniary responsibilities from which, but a few years ago, they would have shrunk. The body of these small subscribers is being continually recruited from a class whose appreciation of the benefits of a good school grows greater from day to day. It would, of course, be easy to name two or three isolated instances of a want of enterprise, but the advantages of the system by which Government aid supplements, without superseding individual local effort, are now too widely recognized to admit of the slightest fear of a relapse. Lincolnshire I would single out as the agricultural county in which the working of the voluntary principle is best illustrated. This county is distinguished not only for the vigorous management of its old educational institutions in the larger towns,* but for the unprecedented accession of new and good rural schools which it has within the last few years obtained. The Wesleyans there have cheerfully availed themselves of your Lordships' grants, and the selection of teachers made by the Westminster authorities for these schools I have found to be almost uniformly excellent. In Lincoln, truly, industrial and educational improvements have gone hand in hand. The arts of life, which education no longer permits to stagnate, excite in their turn to the pursuit of knowledge, by affording a constant and tangible illustration of its uses. The Lincolnshire farmer has, with a wise

* I would instance, with especial pleasure, both the Wesleyan and British schools of Boston, under the respective control of Mr. Webster and Mr. Hedgeman.

economy, availed himself of the new appliances introduced by the advancement of agricultural science; and he has learned to regard the school as a friendly and beneficent institution, the source of whose inspiration is the same spirit of progress which has already, in so wonderful a measure, enhanced his physical well-being.

Phase in manufacturing districts.

Another phase is assumed by the voluntary principle in the West Riding of Yorkshire. I allude to that particular class of schools which are under the restrictions of the Factory Act. The manufacturer himself has, in the majority of instances, undertaken, single handed,* the pecuniary responsibilities of the half-time school, and this with such a willing spirit as doubles the value of the benefit. He has not only built commodious school premises, but he has perceived the necessity of remunerating the schoolmaster according to a scale somewhat in proportion to the dignity and importance of his office. If these schools have a fault, it is a certain want of vivacity, owing probably to the overtaxing of the physical energies of the children. But they have one enormous advantage, and that is, the *continuous* attendance of the pupils. This is secured not so much, it is true, by the material benefits which a good education can command, as by the watchfulness of the manufacturer, and the scrutiny of the Factory Inspector. And it is no exaggeration to state, that the half-time system, thus regulated, results in a larger aggregate amount of schooling throughout the year than the unchecked whole-time system in many of the rural districts.

Southern districts: important schools, &c.

With regard to the southern district, the means of a comparative estimate being still wanting, as above remarked, I refer at present to those schools which up to the 13th of July attracted most favourably my attention. These were the Clapham, Sherstone infants', Downton, Beechwood, Ockham, British; and in Cornwall alone, the Falmouth, Penryn, St. Ives, infants', and Penzance Wesleyan schools, together with Truro B.S.

Ockham Park industrial.

The Ockham school† is pre-eminently the most interesting of the group, and it is not the less worthy of note as being one of the few successful industrial schools of England. It is nearly self-supporting; and this desirable result has been brought about by keeping steadily in view the practical bearing of the work done upon the common purposes of life. By applying the experimental test in verification of assumed

* On this account, the half-time cannot be said to rest on as *permanent* a basis as the whole-time school supported by a *body* of small subscribers. During a commercial crisis such as the present, the school necessarily suffers along with the factory.

† For special details of which, *vide* Mr. Bowstead's Report, Minutes of 1856–7.

utility, additions or retrenchments have from time to time been made, as convenience suggested. This adaptation to actual wants has been associated with an economy of time and labour, and the necessary result has proved to be an economy of expenditure. While the domestic work of the female and the agricultural occupation of the male department receive each an appropriate measure of attention, these pursuits are followed by the pupils more as a recreation than as a task; and when, in addition to the industrial knowledge and the habits of cheerful industry inculcated, the scholastic instruction also is found to be superior to that of most ordinary schools, the triumph may be termed nearly complete. It is, however, important not to disguise the fact that the success of this institution is due more to the hearty and genuine spirit of supervision which presides over the arrangements, than to the adjustment of technical details. Dr. Lushington's family watch over the interests of the institution with such devotion and energy as in any circumstances could not but work real wonders. It is their aim not merely to secure efficiency in the various departments, and to provide the boarders with the comforts of a well-ordered home, but in familiar intercourse to excite, by personal encouragement and example, a spirit of self-reliance and honest endeavour throughout the school.

Isle of Portland schools.

I would also draw your Lordships' attention to the educational movement now going forward in the Isle of Portland. This movement has been characterized by such a sudden vigour, and has met with a success so decisive, that it affords a very favourable illustration of the state of provincial feeling on the subject of education. About two years previously to my visit, no provision had been made for the purpose of public instruction; but at that period the officers* in connexion with the prison established a school for the use of their own families, which was at the same time rendered available for the population generally. This institution, along with which a special one for infants was founded, became rapidly so popular that it was filled to excess. Again, six months previously to my inspection, the Wesleyans had, in another quarter of the isle, commenced operations on their own account, and so well had their plans been worked out in this short time, that I found their school not distinguishable from the better class of long-established rural schools. Farther, I had the honour of paying a visit to the St. George's British school, situated at an intermediate point, which had only six weeks before been finally completed; the master's plans were of course still somewhat undefined,

* Especially Chief Warden Stein.

but the pupils had reached the number of 196,—a number which seems almost incredible, considering the shortness of the time, and which is all the more surprising as a well-filled Church school (also new) existed in the immediate vicinity. I should here state, that both this Church school and the St. George's British one owed their existence to a wise apportionment of the Government purchase money for public land in Portland. Here then is a small section of Her Majesty's dominions, covering a space of less than six square miles, with a juvenile population of 1,000, in which, without any previous provision, five promising schools have just sprung into existence, educating at the present moment about 600 youths.

Existing schools need improvement in quality.

Such local movements, which prove a growing extension of educational enterprise in particular districts, must be highly gratifying to your Lordships; but it is obvious that the mere extension of schools over the kingdom is not the only aim of your Lordships' measures. These are framed with a view to an object of equal if not greater importance, to wit, the efficiency of schools already existing. In this respect very much still remains to be done. Of the *quality* of instruction given in the majority of the public schools I have examined, I entertain with regret an unfavourable opinion. But I hopefully look for improvement by the removal of certain obstacles connected with the internal working of schools.

Radical obstacle to improvement, abuse of simultaneous system.

In accordance with the intention I expressed last year, of bringing into prominence some of the leading barriers to the progress of the common school, I beg leave to draw your Lordships' attention to what I cannot help considering an obstacle of the first magnitude, I mean the abuse or the excessive use of the "simultaneous system." We have had abundant experience to prove the lamentable influence of mechanical plans on the common school, when such plans are either ill-conceived or mis-directed; and as the simultaneous method is the chief mechanical instrument of modern instruction, it will be admitted that the manner in which it is wielded cannot be too jealously watched. It is necessary that I should first allude briefly to the exigencies which led to the introduction of the system in question.

Historical introduction to simultaneous system; collective teaching.

Collective teaching is a primary necessity of the schoolmaster, and the difficulty of arriving at the most effective means of accomplishing it has originated various plans. To teach even a small group of youths satisfactorily,—to distribute an equal share of attention to each, and, as nearly as is compatible with their varying degrees of natural capacity, to confer on each an equal measure of benefit,—must of itself prove a severe test of a teacher's ability; but when the numbers to be handled are large, the very highest degree of

tact is required; while one scholar of the group is reading "in his turn," to sustain the attention of the remainder, and, in questioning, to arouse at once an individual and a general effort to reply. The natural tendency on the part of the unoccupied pupil is to lapse into a state of listless indifference, and the equally natural error of the unskilful or indolent teacher is to accept the *readiest* answer, however clumsy and inaccurate; or, if no approximate answer can be had from the class, to supply it at once himself, and pass rapidly on to something else, without any attempt to rouse the attention and excite the reasoning powers of his pupils by gradually leading them up to what ought to have been the reply. Thus, the faulty or the accurate performance of one is not made available for the improvement of the others; the minds of by far the larger proportion of the class are but languidly interested, or are wholly inactive, and loose discipline, with its unhappy consequences, becomes inevitable.

Monitorial plan.

It was long before any well-defined attempt was made to cope with the difficulties and remedy the abuses here indicated. At length, however, arose the monitorial system, which had a direct reference to the exigencies of the case. For it was evident that if, without increasing the actual number of masters, the school could be stimulated into activity at a greater number of points at one and the same time, an all-important end would be gained. On the monitorial principle, then, which became rapidly popular, the school was divided, so to speak, into a vast number of living parts, the learner becoming teacher in his turn to a section of pupils less advanced than himself, and alternating the receptive with the communicative state according to rules prescribed.

Defect of monitorial plan.

Experience subsequently proved that the technical superiority of the monitors was inadequate to the end in view, and that, in addition to this qualification, permanency of office was desirable. And here the apprenticeship scheme of your Lordships was introduced, with its appropriate remedy, adapting itself partially to the machinery already in operation, and not necessarily supplanting, but materially aiding the monitorial method.

Simultaneous system connected with "training system," and its *modus operandi*.

Meanwhile, however, there had been adopted in Glasgow, as a distinguishing feature of what is termed the "training system," (whose many excellencies, apart from the present question, I cannot too highly praise,) a mode of dealing with masses of pupils which, considered from the point of view of the monitorial scheme, wears, I cannot but think, a somewhat reactionary aspect. On the monitorial plan, simply as such, you do not despair of maintaining the activity of an entire class, or of an entire school, although you deal *immediately*

only with individuals; you merely, by a process of subdivision, increase the number of points at which you act upon the school. But the system to which I now refer, called the "simultaneous," does, in principle, despair of this; and, even after the management of a school has been rendered easier by the employment of monitors, proceeds upon the assumption that you cannot secure general attention and interest in your groups of pupils, unless these groups, in their entire numerical strength, are unceasingly made to furnish such lively and unmistakeable demonstrations of activity as, on the non-simultaneous plan, are required only of the individual immediately addressed. The simultaneous system consists in treating the class as a unit; it ignores, in a great measure, the individual scholar; it teaches reading simultaneously, and demands that the answers to questions shall be given in one simultaneous shout. It proves, therefore, to be a mechanical artifice for securing universal activity, by insisting on a universal *demonstration* of activity.

Diffusion of simultaneous system, and its plausible features.

The simultaneous system, as is well known, rapidly propagated itself throughout the country, and is now extensively practised, forming in some schools the leading characteristic; while in others it is adopted as an auxiliary to the individual method. Now, it is plain that the acceptance with which it has met must have a reason; it would be vain to deny that it possesses features calculated to recommend it to teachers and managers of schools. Some of these features are so patent and striking that it is no wonder they have made considerable impression on the minds of educationists, and have secured for the simultaneous system a large amount of patronage. I have already indicated one of them,—the demonstration of universal activity; and another no less obvious recommendatory trait is, the saving of time. Evidently a class of sixty or eighty, managed on the simultaneous principle, will take a much shorter time to go through a given amount of work than a class of the same size taught on the individual method. I admit the appearance of activity, and I admit the saving of time; but, in now proceeding to give my own view of the actual results of the system, I shall endeavour to show that the sacrifices which it involves are generally greater than the advantages which it secures; that the appearance of activity produced is too frequently merely an appearance, and that, therefore, what is gained in time is lost through the perfunctory character of the work done.

Remarks confined to personal observation of its abuse

I here beg leave, however, to state again, what I have already indicated, that my remarks are directed not so much against the simultaneous method as against the abuse of that method. I wish to guard myself against being supposed to be, in every

case, hostile to its employment. When carefully applied, and to a limited extent, as auxiliary and entirely subordinate to the individual method, I am of opinion that it has its uses. The least objectionable example I have met with was kindly afforded me in the Model School, Westminster; but, while I would point to that school as exhibiting the highest perfection of the system, my conviction of its extreme liability to abuse remains unaffected; and my unfavourable estimate, on the whole, of the fruits of its present working, founded on what I observed in the schools till lately under my supervision, is not only unshaken, but has been further strengthened by a more fertile experience in the south.

Viewed in relation to (1) pupil, and (2) teacher.

We may examine the working of the simultaneous system under two heads; first, its results upon the pupil; and, second, its results upon the teacher.

Effect on pupil.

First, then, with regard to the system as affecting the pupil. The machinery of the simultaneous method being set in operation, the paramount difficulty of the schoolmaster seems conveniently overcome,—universal activity appears to prevail. The most scrutinizing teachers, however, both in my previous and in my present district, have found that when they supposed this activity to be genuine, they were labouring under self-deception. It is true that, in the perfected form of the method, mechanical activity may be secured, *i.e.*, words may be enunciated with satisfactory accuracy; but close observation will determine that it is only a very small proportion of the class who are in any way conscious of a connexion between the sound and the sense of the words they utter. And this is a perfectly natural consequence, seeing that in simultaneous reading, for example, every individual effort is concentrated on the anxiety to keep the measured time. While, therefore, the bare art of collective utterance may be conveniently cultivated under this system, the entire aim of learning to read, to wit, the habit of accompanying comprehension, is, on the whole, foiled.

Even technical accuracy not secured as a general rule.

It would, nevertheless, be some recommendation of the system were even technical accuracy attained *as a general rule*. But, from its certain liability to abuse, this is far from being the average result; for in ordinary cases the apparent activity of the majority of a class amounts, in point of fact, merely to an external lip movement, which has little connexion with articulate utterance, and there are always some who make no semblance of an effort at all.

Inaccurate notion as to aim of teaching, and deceptive nature of simultaneous practice.

As a proof of the excessive blindness to genuine practically available results which the exclusive, or nearly exclusive, use of the simultaneous system is apt to engender, I may here mention that frequently, on pointing out the faulty character of the reading of individual pupils, I have been triumphantly

referred to the *simultaneous* performances. But in what state, as regards reading, is a pupil who cannot acquit himself even in a tolerable manner without the aid of that "sympathy of numbers" so much vaunted by some advocates of the simultaneous system? I have heard a class read simultaneously with striking effect, producing at first a most favourable impression; which impression, however, was completely and very unpleasantly dispelled in the course of the next ten minutes, when the pupils were tested singly. About one-fifth of the whole may have read as well as the class collectively appeared to do, while the rest fell various degrees short of the proficiency which they ought to have attained, and which an unwary observer would have imagined they had attained. The class, on the whole, when tested individually, was found to be read badly, though, when tested simultaneously, it seemed to read well. In fact it is difficult, not only for the mere spectator to escape deception under this system, but even for monitor, apprentice, and the average teacher. If it is argued that all this is true of the system when *abused*, not used, I can only reply that unfortunately such abuses constitute the general result of its application in the schools I have inspected. My position with regard to the system is precisely that of drawing attention to its *actual* abuse and its inherent liability to abuse.

Especially as regards uniformity; physical effects;

But the evil does not stop here. I have just pointed out that where there is an appearance, in a group of children, of great uniformity in abilities and advancement, there is generally a very serious want of *real* uniformity. Now, let it be remembered that the *degree of ability to read* is the acknowledged basis of organization in the schools to which I refer. Here, then, on applying such a test as the simultaneous system furnishes, we find a show of uniformity produced in the matter of reading which is perfectly illusory. What becomes of the organization of such schools? It is unnecessary for me to dwell on the organic derangement which must ensue. On the other hand, admitting that where the system is well managed, the uniformity is more genuine and thorough-going; I venture to doubt whether uniformity is in every instance desirable. I am aware that the exactitude with which the recitation of an entire class can be modelled upon that of the teacher is urged as a recommendation of the system under review. But is it not erroneous, precisely in proportion to the varying vocal qualifications of the different individuals composing it, to require that the recitation of the class shall be strictly and entirely moulded upon any single pattern? The peculiar "catch" in the voice of some pupils trained exclusively on the simultaneous method is worthy of attention, and illustrates

one of the evil results of this enforced uniformity. As a comprehensive volume is less manageable than a minute emission of sound, in the exercise of simultaneous utterance more frequent and more decided pauses become necessary, for the purpose of collecting the vocal force required for a renewed effort. Now the pupil, having acquired the habit of making this particular kind of pause when reciting in unison with his class-fellows, carries it over into his individual style of utterance, where it is useless and becomes a painful blemish. If this defect is not observable in every case, that very circumstance should excite inquiry into the causes which produce it in some instances and not in others. It is at any rate plain enough that as every voice differs from almost every other voice in flexibility, and as each separate pair of lungs is possessed of different capacity, when the vocal organs of an entire group are all treated alike, those of second or third rate power may be occasionally overstrained, and thus various injurious effects, of a more or less serious character, be produced.

As employed in questioning.

In those schools, again, where the simultaneous method is adopted as an auxiliary, it is employed in questioning for the specific purpose of confirming, on the composite mind of the class, what may have been separately said by a pupil or teacher. If the response is chimed with average universality, this is accepted as a guarantee of equally universal intelligence. Such an assumption will, however, be found as unwarranted as in the case of the reading, the moment an individual test is applied. Unless the method is practised with a skill so rare that I have hardly ever met with it, the pupil singled out, if able to repeat the answer intelligibly, will be found incapable of *stating the question* to which, with the assistance of the rest of the class, he mechanically responded. With the most natural indifference he avails himself of his past experience in running the chance of being singly called upon for a sign of his unaided comprehension, calculating only on the necessity of joining his class-fellows in producing the expected shout, when his ignorance will escape detection under cover of the general din. Admitting, however, that in a few excellently conducted classes there is a pretty thorough-going uniformity of intelligence in answering, I ask, as before, whether this is not attended with a certain sacrifice? Is it not as essential to elicit *individual views and expressions* as to give full scope and freedom to the varied powers of intonation which exist in a class? And here I am led to devote a few remarks to the most important of all considerations in connexion with the present question.

Does not encourage self-reliance.

It will be admitted that any mode of training which does not foster independent development and self-reliance fails in

one of the most essential requisites of all education. But does the simultaneous system, fully carried out, and as generally practised, encourage independent exertion and self-reliance? The general tendency of the method might of itself indicate the reply; but I am bound to state the result of my observations on this point. Not only have I been unable to ascertain that the invaluable habit of free independent effort, and the high social virtue of self-reliance, find their appropriate encouragement in simultaneity of utterance; but, on the contrary, so far as my experience of the general abuse of the system qualifies me to pronounce an opinion, I must hold that it checks their growth. In collective shouting, the "sympathy "of *numbers*" holds undisputed sway. Boldness of expression is in exact proportion to numerical strength, while it waxes feebler with diminished numbers, until, when a single unaided effort is challenged, it cringes into low hesitating indistinctness. This is true always of the large majority, and the "leaders" of a class can alone be excepted. As the simultaneous system professedly discourages, and indeed in a great measure precludes, emulation, one of the principal stimulants to voluntary exertion and courageous self-assertion is necessarily absent.

Summary illustrative example.

It is time to dismiss this part of the subject; but before doing so I would beg to put to the advocate of the simultaneous system this simple question:—For what reason are soldiers drilled in masses? There is only one reply possible:—Because they are intended to act in masses. Evidently, if the soldier's training were mainly an individual one, it would fail to fit him for his work. Now, I would ask again of the trainers on the simultaneous principle:—Why do *you* drill your pupils in masses? Can you reply, as in the other case:—Because they are intended to act in masses? Is not each of them, when he leaves the school and goes out into the world, expected to think and act for himself as an individual? Have you then trained him to think and act individually? No; you have trained him to think and act by the "sympathy of numbers;"* and if school-training has any effect at all on the subsequent life of the pupil trained, will he not feel, when denuded of this "sympathy," like a lame man from whom you have abstracted the crutches? I humbly submit that this illustration fits the case, and that to train children for the business of life *mainly* by the simultaneous method, that is, mainly in

* I would guard against being understood to depreciate this principle in its *moral* aspect, where it results in what is well termed "the public opinion of the school"—the effect of the master's individual influence solely. The mistake is to assume that this, even where the practice exists, has been attained by simultaneous shouting.

masses, is not less mistaken than to train soldiers for the business of war mainly as individuals.

Simultaneous plan *quoad* teacher;

I have now to say a very few words on the simultaneous system with especial reference to its effect upon the teacher. As the success of the method has not been proved by the aggregate results at present exhibited, this phase of the question assumes an importance proportionate to the amount of energy now being comparatively wasted in our public schools.

Limits exercise of professional faculties;

In the *ordinary* way of applying the simultaneous method, partly by teachers, entirely by apprentices and monitors, no skill is demanded, and consequently none is exercised; in the process of its *perfected* application, the leading qualifications needed are, constant vigilance of eye and discriminating acuteness of ear. Without these the machinery of the system cannot be efficiently worked. It would be well if they were generally present, but I rarely find that the eye is much used for the purpose of maintaining correct discipline, and certainly the ear is never used as the sole test of reading. However, granting that the employment of the simultaneous method does produce in the teachers who use it a more than ordinary degree of acuteness in the faculties alluded to, what after all is the special value of the heightening of these faculties? That value consists solely in the greater power conferred of maintaining the *police* of the school. But if the faculties which the simultaneous system mainly developes in a teacher are not so much of an intellectual or moral as of a physical cast, and have reference principally to the detection and checking of abuses, does this add to the dignity of the method? No doubt it would be mere cavilling to find fault with a special cultivation of the eye and ear, provided the general tendency of the system were to give a broad and equal encouragement to *all* those qualifications which go to constitute professional ability in the schoolmaster. But if it demands and fosters professional ability in general, how, I would ask, does it occur that the extension of the system has taken place not only in quarters where it is consistently employed as a means of cultivation, but in a marked degree also over fields acknowledged to be barren? My answer to this is, that the effect of the system as ordinarily practised is, to call into play and to maintain in exercise only a small amount of professional ability. So far has the mere empiric deviated from the true spirit of the "training system," that all the arguments adduced by teachers in favour of simultaneity resolve themselves into these two,—facility of technical acquirement on the part of the school, and *ease* on the part of the master. I have already drawn attention to the fact, that the appearance of technical proficiency on the part of the class is most frequently

deceptive, and we are therefore quite prepared to find that the communication of this appearance of proficiency is *easy*. Were ever any great and good results brought about by *easy* methods?

Produces discomfort or want of repose.

There is, indeed, one point of view in which the use of the simultaneous system cannot be said to confer ease either on teacher or scholar, for it frequently interferes to a serious extent with the physical comfort of the school. What I mean will be illustrated by the case of a large body of pupil-teachers in the more important schools of the southern district, from Taunton to Devonport, for whom I would enter a special plea. These apprentices are distinguished by superior energy and the most self-denying toil; and I have had occasion to admire their patient endurance under tests so severe that I can only compare it to the fortitude inspired by military discipline. Of these, a surprising number have succumbed from over-exertion,* and evil effects, flowing from the same source, are telling upon the constitutions of others so palpably, that the subject has been represented to me by various parents and school managers. The proportion of teaching power afforded by your Lordships, as well as the comparative shortness of their actual period of labour, so entirely precludes the *necessity* for overwork, that I have been led to seek the origin of the mischief in another direction. In most of the schools in question, while the classes were in simultaneous operation, my efforts to render myself intelligible to any one group were powerless under the most violent exertion of voice. If, then, the apprentices are regularly subjected to a vocal strain, similar to what I found myself obliged to undergo, for at least one-third of the school time, in an atmosphere frequently impure, one can hardly be accused of unreasonableness in pointing to the *volleys of sound* connected with the operation of the simultaneous method as having a considerable share in producing the injurious results complained of. At any rate such a state of the school cannot but induce physical discomfort, and must therefore be extremely unfavourable to effective teaching.

Legitimate uses of simultaneous system.

I have thus freely recorded my observations on the results of the present working of the simultaneous system. As it has been my object to point out abuses and defects, I have not dwelt on any of the really advantageous features which the method, when judiciously applied, certainly possesses. I consider, for example, that it may be profitably employed in purely mnemonic exercises, such as learning the alphabet and spelling, and, of course, in all the departments of physical discipline. But in teaching these or any other branches nothing

* I received nine medical certificates in ten days.

can be done without *skilled application*. The method is employed more or less in nearly every school in my district, and the most beneficial mode of using it is *best* understood by a few specifically and effectively trained Wesleyan teachers; but even they commit the imprudence of intrusting it to unskilled subordinates. To the Model School, Westminster, I would once more beg to refer those who, from their own convictions of its value, are desirous of improving or adopting the practice.

Individual method.

I now proceed briefly to occupy your Lordships' attention with some considerations on the individual method in collective teaching, and its applicability to the necessary purposes of the common school. In several schools this system of teaching continues to be entirely used, and in others it is alternated more or less frequently with the simultaneous system. But to whatever extent they are "mixed," their peculiarities and comparative advantages or disadvantages must obviously be weighed in separate scales.

Modus operandi and recommendations.

The individual method consists in the performance of the reading by single pupils at a time, and in the master's either addressing a question to this or that member of the class individually, or to the class collectively, with a view to an individual voluntary reply. Its primary recommendations are, that it is natural; that it does not mentally or physically overstrain either pupil or teacher; and that it is capable of calling forth the "whole nature,"* the entire capacity, of both. The relinquishing of this mode of dealing with a group of scholars, and the adoption of the simultaneous plan, supposes that the former has failed, for otherwise no necessity for any innovation can be alleged. Holding, however, as I do, that whatever amount of failure has resulted from using the individual method, such failure does not flow from any intrinsic weakness in the nature of the method itself, I have no hesitation in falling back upon it. It is no real disparagement to the individual method to admit that until within the last few years the results of its employment in the common schools of this country were of no great value. It is only of late that the special accomplishment of the teacher has been stimulated by higher material prospects: the art of the profession is difficult of acquirement; and progress towards perfection must therefore be slow. There was no more reason for despairing of success by the individual method than for despairing of the success of the common school altogether. Even now, when the teacher's work is pursued under more favourable auspices, so convinced am I of the feeble success, on the whole, of the method which I advocate, that I will readily concede that,

* Stowe's argument for the *simultaneous* system, *vide* "Training System."

were a comparison instituted between the results of the two systems under review, the schools whose leading characteristic is a *skilfully applied* simultaneous procedure would assert their superiority over those taught in the *ordinary* individual style. That the best "simultaneous" schools, however, cannot compete with the best "individual" ones is adequately proved in my experience by the coincidence that, before I had begun to form any opinion regarding the comparative merits of the two systems, those schools characterised as the best in my reports, and acknowledged to be so by high corroborative testimony, happen to be schools taught wholly, or nearly wholly, on the individual plan.

How it may attain highest ends of instruction.

The object of the teacher who practises the individual method "is to present food for every variety of mind, suited "to every capacity, without overstraining any; and to culti- "vate by exercise every varied power of human nature."* He must therefore bring every available faculty into play, so as to impart, confirm, aid, and encourage wherever there is need. He will show tact in distributing the effect produced on one over the whole group with which he is dealing, but especially in communicating it to those who may happen to be defective on the particular point which is being treated. He will, moreover, exercise ingenuity in ascertaining that a legitimate process of arriving at the result has been gone through, and in seeing that the result itself is securely grasped. If, as an extreme example, a correct answer has been given by one or by a portion of the class to a question in mental arithmetic, will it be enough to throw this correct answer back upon the class, and have it mechanically chimed by the large majority who have gone through no mental process to arrive at it? Such a procedure would be that ordinarily followed in conducting a class according to the simultaneous system; yet it would evidently be in the highest degree unsatisfactory, not only in the instance adduced, but also in all other cases which, involving something more than a merely mnemonic exercise, demand a certain amount of reasoning. The process adopted by the teacher on the individual method may not be so compendious, but there is every probability that it will be more thorough-going. The extension of the hand on the part of the pupil is a frequent and, as I think, an important accompaniment of individualization. It is indicative of a desire to reply, and a larger or smaller show of hands is of course secured, according to the ease or difficulty of the question. After carefully scanning the class, and encouraging the less sharp or the less adventurous youths to co-operate, the teacher,

* "Training System:" [expressions used therein, in favour of *simultaneous* teaching.]

if dissatisfied with the number of hands as compared with his estimate of the facility of the answer, repeats the question in simpler and inverted forms. He is supposed to take the answer from among the dullest lads, and if it happens that he receives a wrong answer, then the opportunity is seized of kindly showing its absurdity. The acuteness of the teacher must, however, be instantaneously exercised in seizing upon the process by which the error was arrived at; the result will furnish a guide to accurate thinking for the whole class. Should the answer be correct, on the other hand, further matters are proceeded with, the teacher having gained an accurate measure of the lowest capacity of his class, and being thus enabled to guard against too simple questions in future; or before proceeding to a fresh question, he may, if he choose, select another of those who made the sign of readiness to answer, and rapidly subject him to a process similar to that through which his neighbour has just passed. To keep alive the interest of the class is the teacher's constant effort, and experience convinces him how little the possibility of doing this depends on the nature of the subject upon which he is questioning. It is enough that his interrogatories be of a stimulating character, not too easy, nor yet calculated to depress by being too difficult, but of such a sort that they present obstacles which the pupil, by the voluntary exertion of his own unaided mental strength, may hope to overcome. Assuming an accurate organization which provides him with classes in which the two extremes are not far apart, it is abundantly possible for him to adopt the style of questioning indicated, and to preserve, as a general rule, that medium amount of difficulty which will neither suffer the interest of the more advanced to cloy, nor the spirit of the less able to sink. Under these circumstances, provided the teacher's own manner evidences a genuine interest in the solution of the question, and that he has already that sympathetic relation to his pupils which can alone justify his position, the utmost eagerness to reply will be manifested,—an eagerness which he should augment by seeming to restrain. Tact is required to do this delicately. While restraining, he wards off the chances of an inaccurate answer, and the eagerness becomes impetuosity. This is his precious moment. It is precisely that tension of mind, and that concentration of thought and interest which to him, as an educator, are invaluable. For this, then, he has laboured, and to this the answer is but the crisis; in comparison with the activity of this suspense, the *fact* to be elicited is, after all, of trifling importance. But as there is a point at which tension ceases, at which the interest must slacken or snap, judiciously he

must guard against overdoing his part, trusting to the suggestion of a well-trained instinct as to the measure of suspense. Finally, when he has secured the answer, he may find it, though in substance correct, faulty as regards enunciation, adequateness, or grammatical expression. This affords the youth, successful so far, an opportunity for self-correction; failing which, the correction is made for him by a repetition of the same plan. Thus the power of expression—an almost unknown branch of elementary instruction—is developed; and this will form a valuable preliminary to future and higher grammatical cultivation. The teacher must, however, be careful to accept gratefully the most simple forms of expression which have sprung from individual conception. Habit will accomplish him in the art of doing all this with comparative rapidity; and every successive lesson brings with it, on the part of the class, fewer and fewer inaccuracies. Were the method thus described generally applied with skill, as I have seen it applied by a few, the pupil would no longer be a machine nor teaching a drudgery. It would be painful to contrast the natural, pleasurable, and healthy interchange of thought and feeling which it calls forth, with simultaneity of action. And even supposing that a less numerous array of acquirements were thus secured than by the opposite method, I would ask, of what nature are those more numerous results which are attained through means of the simultaneous system? Precisely those which, by universal confession and natural consequence, begin to expire from the moment a child leaves school. Through well-applied individual teaching, on the other hand, the fact becomes interwoven with the mind, and is made a permanent possession while at the same time an ever-increasing inclination to add more is imparted; and thus is attained the ultimate end of all—the power and the habit of self-education.

I have the honor to be, &c.

J. S. LAURIE.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY J. S. LAURIE, ESQ.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	114	38	34	9	70	10,150	6 666	9,790	5,954	24,100	128	362
Simple Inspection	2	1	—	—	1	102	—	102	—	153	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	5·33	6·41	7·62	10·24	11·3	12·5	12·55	11·83	9·11	7·3	3·72	2·09
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	43·96	22·01	14·55	8·91	5·77	4·8
Simple Inspection	—	—	—	—	—	—

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 144 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	142	1	115	—	27	1	—	—
Writing	141	1	118	—	23	1	—	—
Arithmetic	141	1	106	—	35	1	—	—
Geography	141	1	128	—	13	1	—	—
Grammar	140	—	53	—	85	—	2	—
History	58	—	53	—	5	—	—	—
Music from Notes	5	—	5	—	—	—	—	—
Drawing	4	—	4	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	141	8	—	144	5	—	131	13	5	136	14	4	130	19	—	118	31	—	131	14	2
Simple Inspection	—	1	—	—	1	—	—	1	—	—	1	—	—	1	—	—	1	—	—	1	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 111* Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.*	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	542 19 8	4,442 2 5	7,080 19 5	1,241 10 3	13,257 12 4	0 17 1
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 111* Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	10,352 9 2	1,132 15 5	2,516 7 6	14,001 12 1	0 18 0½	15,507
Simple Inspection	—	—	—	—	—	—

Summary *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 94 9 4½	£ s. d. 68 2 1½	£ s. d. 62 10 11½	£ s. d. 39 13 1½	£ s. d. 56 2 9½	£ s. d. 38 19 11½
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants .	91	17	28	15	7	7
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free	Annual Grants .	33	7	3	2	2	1
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 116; but from 5 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Four-pence.	Over Fourpence.
Annual Grants	111	20,625	23·04	43·54	17·76	11·2	4·46
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, *by Her Majesty's Inspector of Schools,* WILLIAM SCOLTOCK, Esq., M.A., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the Year* 1857.

MY LORDS, January 1858.

I HAVE the honor to present to your Lordships my general report for the past year.

Review of work of inspection.

Within my district, which is made up of the Counties of Northumberland, Durham, Cumberland, Westmoreland, and York, I inspected 78 schools (in many of which there were two and in some cases three departments) between the 11th of May and 31st of August inclusive, that is nearly one a day, for the number of days is only 80, if the Saturdays (set apart for reporting) and the Sundays be taken away from the whole amount. Within the same period I looked over the papers of 187 pupil-teachers actually apprenticed, without taking into account the candidates who came before me. The number of children present at the inspections is given in the tables at the end of this report. As I began my work only in the spring, and therefore the district, schools, and details connected with the office of an Inspector were new to me, it is not in my power to hazard any statement as to whether education within the counties above named has fallen away or advanced during the twelve months now ended. I must, therefore, in this report confine myself to a few general remarks, which will apply equally well to nearly all the schools that I inspect. In the first place, I am bound to thank my colleague Mr. Morell, for the very friendly aid and counsel which, ever since my appointment, I have received at his hands, and more especially am I indebted to him for his great kindness—a kindness which caused him much inconvenience—in having undertaken to inspect the schools in the city of York at a time when it was not in my power to get through the mass of work which, owing to the changes made in forming new districts, had been crowded into one month. I would also take this occasion of bearing witness to the readiness with which the managers (as a body) seem inclined to carry out the suggestions of an Inspector.

Importance of elementary branches of instruction;

During this, my first, year of inspection I have attended chiefly to the most elementary branches of instruction (as, for instance, reading, writing, and arithmetic) for it seemed to me more advisable to take care that the children were

fairly, if not well grounded in the most useful points of learning, than that they should be forced to learn (or rather get by rote) subjects beyond their powers of understanding, and which would never profit the mass of scholars. Among the elementary subjects of education, I have bestowed much time and trouble upon reading, that is, I have taken care to question the children upon the matter contained in the passage they have read, to ask them to give the meanings of difficult words, to substitute a common word for one less common, and to spell correctly. It may be said by those who aim at higher things, that correct reading is but a small return for the money expended by the State, as well as individuals for the education of the poor. I would urge in answer that intelligent reading is the best test of intelligence. If the child knows that it will be examined on the subject matter, the attention is kept up, and the after-questioning exercises the memory; moreover, when we take into account the short period during which children are at school, and the early age at which they leave, it is better that they should carry away with them one piece of knowledge than that all the smattering should be only for the teacher and forgotten as soon as the school days are over. Again, children are more likely to keep up the little knowledge which they may have acquired and also to be encouraged to add thereto in case they can read with ease any book that may be placed before them. Parents also (even the most unlearned) can tell whether the children "get on in their reading." Should such be the case, they are the more ready to make some sacrifice to keep them at school. In the time of illness too it is a source of no small comfort to the parents to listen to the child as it sits and reads by the bed of sickness. I look also upon reading as a good test of the ability and industry of a teacher, for unsparing care, ceaseless labour, and never-failing patience must be forthcoming in order to correct the faults of pronunciation and emphasis, whereas the length and breadth of England, the names of the Saxon kings, and such subjects, may be crammed up within a few weeks of the Inspector's visit and forgotten as soon as his back is turned.

especially reading.

A well-known author has said, "that a man wants (as a "wife) neither a singing nor a dancing animal; he wants a "talking animal." In the case of the labouring man, the epithets *cooking* and *sewing* might, I think, have taken the place of talking; for this reason, I grieve that domestic economy, meaning thereby the management of a household, and industrial skill are almost, if not altogether, made a bye work in the schools for the labouring part of the community It seems to me that one chief cause of little or no attention

Defects observable in mixed schools.

being paid to these subjects (at least in large towns and populous districts) is the vast number of mixed schools in comparison with those that are divided into two departments, —boys and girls. Although I am willing to confess that many good results follow from girls and boys being taught by a master in the same school, yet, after a certain age, the teaching peculiar to girls must be neglected in mixed schools; or, if that is really looked after, either the girls must so lag behind the boys in learning as to grow disheartened, or else the boys must be kept back in order to advance step by step with the girls. Take a case:—Let there be in a school fifty boys and fifty girls; they learn the same lessons in the morning; in the afternoon the girls are taught to knit, darn, and mend, whereas the boys go on with their lessons. Surely the boys must make greater progress than the girls; and if the master is desirous that his scholars should be well up in their learning, either the girls are induced to shirk the sewing and to come to school to the master in the afternoon, or else they are altogether neglected, and the boys only cared for and well taught. Look, too, at the sewing mistress; as a rule, she holds place (so to speak) without pay, position without power; the boys have the school-room to themselves in the afternoon, and the mistress for needlework and her pupils are huddled together in a class-room which, in winter, is (perhaps) without fire; in summer, without air. Surely this ought to be remedied, and in the case even of mixed schools some remedy might be found; for example, a good room might be provided, a strict account kept of the work done by each child during the year, and a correct list made out of those who were present, so that the managers, as also the Inspector, could be able to form a sound judgment as regards the ability of the industrial teacher.

Want of girls' schools among Wesleyan Methodists.

Although I am most ready to grant that the Wesleyan Methodists have done and are doing great things for the cause of education, as the increase of their schools within my own district fully proves, yet I would urge upon them, as a class, to give their earnest attention to the great want of girls' schools for the members of their community in large towns; thus, they have flourshing mixed schools in Sheffield, yet not one girls' school comes under my inspection; the same is the case at Hull and other places. I have the less hesitation in thus asking the Wesleyans to take this matter into their consideration, as I am sûre that so weighty a question will receive their most earnest attention.

Want of skill in household work.

So far I have spoken about industrial skill as only including sewing and the like. I would now venture to make a few remarks about the teaching of domestic economy—a subject

(at least in my opinion) quite as worthy of care and even more neglected than sewing and mending. I wish that some effectual means could be found for teaching household work in girls' schools. I know how hard it is to devise a fit scheme for giving instruction in the above-named subject. I therefore must be content to call attention to this point, with a hope that others of more experience may duly weigh the matter and carry out some well-counselled plan. I also know that many argue that it would be vain to try to give such instruction; the attempt would be loss of time; the result fruitless. The opponents say that a boy never practises the trade which he has learnt in an industrial school, and therefore the girls would never work at that in which they had been instructed. Even if the reason above stated be true (which I much doubt), yet the cases are not alike. A woman who is dependent on her labour for support must scour, wash, mend, and the rest, whereas a boy who has learnt to make shoes need not become a shoemaker; he may make himself master of and follow up some other trade. Not only in the case of children, but also among pupil-teachers themselves, I have found in some cases utter ignorance about the most common subjects of household work,—an ignorance much to be deplored, as often a female pupil-teacher goes straight from school to a training college where she is busied with the subjects for her certificate; and then again, after having passed the examination, she is put in charge of a school to which a house is attached; here she is quite at a loss from want of knowedge of those subjects which make up the comforts of home, whereas if she had learnt some of the most needful things, as cooking and baking, she would find her residence much more pleasant than it possibly can be when she is indebted to the help of others for supplying the most common wants of life.

I have the honor to be, &c.

WILLIAM SCOLTOCK.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY W. SCOLTOCK, ESQ.

SUMMARY *a.*

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	72	11	8	14	55	5,555	3,672	5,723	3,766	15,980	76	187
Simple Inspection	6	—	—	—	6	248	120	262	128	539	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	5·35	6·73	8·73	11·23	12·51	11·56	11·86	11·06	9·5	6·92	3·	1·55
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	47·48	22·07	14·41	8·22	4·47	3·35
Simple Inspection	—	—	—	—	—	—

SUMMARY *b.*

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 80 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly, or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	73	5	70	4	3	1	—	—
Writing	72	5	69	5	3	—	—	—
Arithmetic	73	5	70	5	3	—	—	—
Geography	68	4	63	3	5	1	—	—
Grammar	65	4	48	3	16	1	1	—
History	52	3	30	1	22	2	—	—
Music from Notes	1	—	1	—	—	—	—	—
Drawing	2	—	2	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	85	2	1	77	7	4	68	14	6	79	4	—	69	17	2	78	10	—	81	6	—
Simple Inspection	4	1	—	4	1	—	3	1	1	4	1	—	4	—	1	4	1	—	5	—	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 72* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	60 9 4	2,479 13 7	4,381 10 11	825 12 8	7,980 12 6	0 17 0½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 72* Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	5,790 15 1	693 8 5	1,899 10 9	8,383 14 3	0 17 10¾	9,363
Simple Inspection	—	—	—	—	—	—

Summary *e*.

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 94 6 7	£ s. d. 69 12 8	£ s. d. 53 14 1	£ s. d. 32 5 0	£ s. d. 60 9 2	£ s. d. 40 7 8
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants .	55	5	12	8	9	8
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free	Annual Grants .	19	2	6	2	—	—
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 78; but from 6 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in the Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	69	11,767	9·62	42·81	24·66	18·49	4·42
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, *by Her Majesty's Inspector of Schools,* CHARLES HENRY ALDERSON, Esq., M.A., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the Year* 1857.

MY LORDS, London, 1857.

I ENTERED upon the duties of inspection on the 16th of March of this year, and, between that day and the end of August last, have visited ninety separate schools, or 120 departments under separate teachers.

Of these, thirty-six were foreign to my own district, being nine of them in the West Riding of Yorkshire, eight in South Wales, and nineteen belonging to the metropolitan district. The remaining fifty-four are institutions in the eastern and east central counties of England. All, except three, were visited with a view to annual grants.

Mixed schools.

Two-thirds of the whole number were *mixed* schools, to the statement of which fact it would be unnecessary to append the remark, that by far the most efficient schools which have come under my notice are those possessed of separate departments for boys and girls, were it not that I have found an idea more or less prevalent that mixed schools are in themselves, and as compared with departmental institutions, desirable. As the only practicable machinery often for the education of a particular locality, doubtless the benefit they confer is great, and the success by which they are attended considerable; but, so far as I am able to judge, that success seems to be limited to a certain standard, beyond which, in the scale of excellence, they rarely proceed, and which appears to be reserved for the greater elaboration and detail work of departmental teaching. The spectacle, therefore, of a successful mixed school—there are many that might be so described—should not lead persons to suppose that success attributable to its particular form or constitution; they will form a more correct estimate of its relative value by considering how much more effective it might be made, and what still greater results it might accomplish if it could command the more perfect organization and training of which departments allow. There is one feature in the mixed school upon which, as in the question of expense, it is often overlooked, it may not be inopportune here to remark, this is the necessity of having a class-room. However desirable it may be in all cases for a teacher to have it in his or her power to draft off into a separate room

a particular class or section for purposes of separate instruction, where the organization is that of a mixed school, such a resource becomes indispensable to the maintenance of good order and school discipline. To these, the presence at the same time, and in the same room, of the girls engaged in sewing, and the boys occupied with their ordinary afternoon studies, is injurious in the highest degree, indeed it would seem to amount almost to an impossibility to prevent their mutually distracting each others attention, and retarding each others progress. Such is the tenor of representations made by many very worthy and painstaking teachers, and their truth will be admitted by all who know by experience the difficulty of retaining, under any circumstances, the attention of an assemblage of children, and the comparative trifles by which their attention is diverted. For the sewing class, therefore, conducted during the afternoons for the instruction of the female members of the mixed school, a class-room appears to be indispensably necessary.

Class-rooms. The great benefit accruing to a school generally from the addition of a class-room, as it has been strongly urged of late, has been extensively recognized by managers. I have found from inquiry that many such additions have been made in schools belonging to my district within the last year; and in alluding to this, as well as the improvements recently made in the internal fittings of many others, I cannot refrain from bearing testimony to the great willingness expressed by managers generally to come into your Lordships' views on such points, and the invariable courtesy with which they have listened to suggestions made respecting them.

School-fittings. The desk accommodation of existing schools is apparently undergoing a gradual reformation. The old-fashioned double desk, which, by bringing two scholars in close proximity, face to face, is in the highest degree provocative of inattention to study, is by degrees vanishing; only two schools remain of those to which this report relates where the disposition of the desks seems to me seriously injurious to the maintenance of good order, and these, I have reason to believe, will become the subjects of a suggested alteration before my next visit. Newly erected schools naturally have the advantage of later experience in matters relating to their internal arrangements, than which, with hardly any exception, nothing can be more satisfactory. I have almost uniformly found that, where a group of desks of any depth *crosses* the school-room in lines of any considerable length, the centre of the group becomes the nucleus of a very disturbing amount of noise and disorder, a result of its comparative inaccessibility from either the side or in front,

and that the discipline is invariably good in proportion as the school is broken up into separate and manageable groups, ranged parallel with the side walls of the building. This might, perhaps, be conceded, and yet it might be said that where, as is often the case, there is but one teacher, it is a matter of necessity, not of choice, to retain the school in the shape in which it can be most completely brought under the eye of one superintendent. There is some truth in this objection; but I cannot but think that the arrangement in distinct lateral groups, superintended, in the absence of pupil-teachers' assistance (which is the true solution of the difficulty), by such monitors as the school can afford, is superior to one which seems radically incompatible in the good discipline.

Certificated teachers.

The certificated teachers employed in those schools of my district of which this report treats, and amounting to fifty-six in number, constitute upon the whole a body of painstaking and efficient educators. The zeal with which, with rare exceptions, they work is truly commendable, and the real interest which I have found the generality of them to take in their profession, promises well for their success. It is sometimes said that there is a danger of requiring too high a standard of attainments in the certificate examination, that to train the master of an elementary school so highly as at the present day, and to elevate him in point of knowledge so immeasurably above his scholars, is at least unnecessary, or an outlay of trouble and expense without a corresponding advantage. The fallacy of such views may be demonstrated, not so much by pointing out the advantages which accrue from this high degree of intellectual superiority on the part of the master, although it were easy to do so, as by observing the invariably mischievous effect of his deficiency in any important branch of instruction. Marked deficiency of this kind is not slow to communicate itself to the school, and is discernible throughout, from the instruction of the lowest classes to the papers worked by pupil-teachers. Thus, for instance, where I have had good reason for believing a teacher himself deficient in knowledge of arithmetic, although in other respects fully capable of fulfilling the duties of his office, it has been easy to detect his special "weak point" in the work of the school, which has displayed throughout faulty and imperfect arithmetic. It is in guarding against such cases as these, by requiring the attainment of a certain standard in all essential branches of instruction, that the value of the examination consists; and an examination which will *ensure* this will always in some quarters incur the charge of demanding too much. That the system is working satisfactorily, and turning out, over the

length and breadth of the land a body of competent teachers, capable, by reason of their standing and acquirements, of exercising a most salutary influence over those with whom they are brought in immediate contact, appears to me, so far as my experience goes, to admit of no doubt. I have been pleased to observe the high position which they seem to occupy in the sphere in which they are placed, and which the duties belonging to their important and honourable office fully entitle them to assume. Nothing is more important than that by frank and friendly conduct and conciliating manners they should endeavour to win the confidence of the parents of the children who attend their school, for upon this does their future position, both for their own comfort and for their usefulness to others, in no slight degree depend.

Defects in method of teaching.

The method of teaching, however, as pursued in the elementary schools which have hitherto come under my inspection, seems to me to call for mention as defective in one or two particulars. In the first place, there is a tendency on the part of many teachers to rest content with cramming fact after fact on the apprehension of their classes, instead of endeavouring to some extent to exercise their thinking powers, and *elicit* knowledge, a slower and less showy process of instruction, but one which is likely to be of far more lasting advantage; even in good schools this is more or less observable, and the reason of it is not difficult to arrive at, when it is considered how much a master's local reputation depends on mere display. An argument may, perhaps, be found for the method on which I have animadverted in the plea, that as a child is likely to remain so short a time at school, the best course under the circumstances to be adopted is to pour in as much information as possible during the time of his or her attendance at school, in the hope that at least some portion of it may remain and be of future profit. That in some instances this may be the case may be admitted; but it must be also admitted, unhappily, that such instances are comparatively rare, and that experience goes to prove the fleeting and utterly unsubstantial nature of a mass of crude and immature instruction, which a few months serves in most cases to scatter to the winds; even granting that there are cases in which ultimate advantage has resulted from this course, it would hardly seem advisable to form and shape the method of instruction to meet cases which, as compared with the general result, are a minority and an exception. This defect has repeatedly obtruded itself on my notice in the course of my examinations, *viva voce*, of the different classes of elementary schools. Ask an elaborate string of dates, or a question involving a considerable amount

of technical knowledge, and you are more likely to get a correct answer than if a far simpler question be proposed which requires ever so slight an exercise of thought or reflection.

2ndly. There seem to be comparatively few schools where the gradation of studies appears satisfactorily understood. It is difficult to trace any principle by which teachers are regulated in working the various branches of instruction, or to recognize any standards which they propose to themselves as guides in this important matter. Thus, in arithmetic I have found the rules taken in various order, and numeration, or the knowledge of the worth of numbers, is often left to shift for itself, or is made the subject of special instruction for a more advanced class, instead of the basis of all arithmetical instruction in the school. There does not seem to be any definite idea of the age at which a child should be first introduced to the elements of geography or grammar, or be transferred from an exercise upon a slate to writing in a copybook. Doubtless the working of the school must to a certain extent be conformed to the circumstances of the scholars who compose it, and these may from time to time necessitate some modification of any pre-conceived notions on this subject, however correct in principle. At the same time, in the absence of any definite rules for guidance in the abstract, indiscriminate and haphazard arrangements are often adopted, and it not unfrequently happens that from a mistaken consideration for the feeling of the child or its parents, mere age or standing in the school is taken by the master as the criterion in the work of classification, and a place in a particular class is assigned him for which he may be confessedly unfit. In one school recently visited, out of 116 children, I found only ten working in a geography class at all, although there were many present who appeared to me to be of an age to be introduced to its elements; and these ten, who alone were selected as fit subjects for geographical instruction, had apparently not begun at the beginning, but had reached, *per saltum*, the geography of particular countries. Here there was no preparatory instruction in the elements, leading up by a natural extension to the lesson on England or Europe, and to the absence of this was attributable the vague and unsatisfactory character of the answers given to questions upon this branch of examination. It is true that this is an extreme case, and that the specimen of school which I have taken is not a favourable one; it will serve, nevertheless, to point out what appears to be a defect of method very generally prevalent, and

to the remedy of which the attention of teachers should be earnestly directed.

3rdly. The aspect of many schools warrants a caution to teachers against a temptation to which they are exposed, namely, of sacrificing, more or less, essentials such as reading, writing, &c. to the desire of reaching by a short cut the more showy and interesting branches of instruction. There cannot be a graver or more radical defect than this, which seems to me to disentitle a school altogether to a favourable report. It is happily very rarely the case that a schoolmaster intentionally and wilfully so neglects his duty; but may he not be unconsciously tending in practice in that direction? Is it not sometimes the case that the lower part of the school is more or less sacrificed to the first class? Masters, where this is the case, need to be reminded of the composition of that first class on which they set such store. Is it not being continually drawn from that part of the school which is being practically neglected, and is it likely that the fabric of instruction, resting on so unsatisfactory a grounding, will long survive, or be of permanent utility? An injustice is done to the many, with but small profit (if any) to the few. It is possible that a teacher may honestly imagine that he may extend the range of his "time-table" in certain ways, without causing thereby any deterioration in the quality of instruction given to the juniors; but it would be well if all who occupy that post learnt to form a correct estimate of the limit to which they may go in *less* essential studies, due regard being had to the attainment of a certain standard in fundamentals, and to make the latter the condition and measure of the former. An additional reason (were any wanted) for insisting strongly on the importance of essentials, is found in the fact that studies of secondary importance, such as geography and history, are far the most palatable to the children themselves, and that they gladly escape from the drudgery and sameness of elementary instruction to the excitement and novelty of a gallery lesson on one of those subjects. It is therefore the more necessary for the teacher, taking this into account, to repress the eagerness of his scholars to arrive at the instruction which they themselves prefer, and so to adjust it with what is rightly considered more essential, as to run no risk of its undue preponderance.

Pupil-teachers.

The number of pupil-teachers in that portion of my district hitherto inspected amounts to 103. I have already alluded to one indirect advantage consequent on the introduction of pupil-teachers into an elementary school, namely, its permitting

an arrangement of desks, which alone, as it seems to me, is compatible with the maintenance of really good discipline. But this, though an important one, is only one of its beneficial effects. It is impossible to visit in turn schools where the teaching power has been so augmented and where it has not, without instituting a mental comparison between the two, and bearing testimony to the wholesome revolution which a grant of this kind appears to produce in many more ways than in its affording increased facilities for raising the standard of the instruction and discipline. Indirectly, the influence of the pupil-teacher, if exercised to its full legitimate extent, is invaluable, and shows itself in increased attention on the part of the scholars generally to cleanliness, propriety of bearing, and liveliness of manner. The degree in which so desirable a result is accomplished depends, of course, to a great extent upon the amount of character or prestige which an individual pupil-teacher may possess; but as a body, all stand high in character and conduct, and the happy effects of their introduction are almost universally noticeable. Two points, which have suggested themselves to me in the course of the examinations of pupil-teachers, appear to call for remark. 1.—They do not seem sufficiently aware of the value of a paper worked *within a certain given time.* As this, the correct accomplishment of as much as possible *within a prescribed period,* is the essence of the test of their ability, it should be insisted on, and rigorously observed in the quarterly or other examinations, to which they are in most cases subjected by the master in the course of their apprenticeship. The time within which a paper is worked is a great element for consideration in appreciating the precise degree of merit to be attached to such a performance. It needed, a constant spur, in most of the examinations which I have held, to prevent the pupil-teachers from falling greatly behindhand with their work; and the papers have often had to be called for in a state of incompleteness which I cannot but think might be obviated by an habituation to a more judicious management of the time allotted upon such occasions. 2.—The importance of the art of teaching, as an object of study, does not appear to be sufficiently recognized. Either from regarding it altogether as a natural gift, or as being, from its very nature, less clearly defined than their other studies, it does not practically stand on the same footing of importance with them, or occupy that continual attention which it deserves. That part of a pupil-teacher's examination which is involved "in teaching a class in the inspector's presence," is also the part upon which, speaking generally, the rarest commendation can be bestowed. And

yet, as being of paramount importance, and also contituting a study in which at all events a secondary degree of ability may be attained by any one who earnestly devotes himself to its acquisition, not only should great stress be laid upon good teaching, relatively to proficiency in other branches of science, but it should be made the object of a pupil-teacher's constant attention, and on a par with other subjects, enter specially into the instruction given to his apprentices by the superintending master.

Assistant-teachers.

Of assistant-teachers I am not in a position to say more than to express my belief that they might be most usefully employed in many schools which may chance to be debarred by circumstances from receiving additional teaching power in another form. In only one school have I hitherto found the master supported by an assistant-teacher; but there are many institutions which would gladly avail themselves of this kind of aid, if the supply were more equal to the demand. It would be especially desirable to find them more extensively employed in recently-opened schools; where the low standard of attainments, or the youth of the scholars, often preclude a grant of pupil-teachers, although the numbers render it difficult for the master to deal effectively with them single-handed, and warrant his seeking assistance in his duties.

Character of instruction in inspected schools.

In glancing at the character and condition of the instruction in schools which I have hitherto had an opportunity of visiting, I may, perhaps, be permitted to make one or two observations. Although upon the whole this is decidedly satisfactory, I should be glad to draw attention to a few particulars, affecting principally the most *elementary* parts of the instruction. And in the first place I regret to notice the imperfect character of the *reading* prevalent in many schools. Take, for instance, a class of children reading "Easy Narrative." It wants time, and patience, and constant habituation, to bring such a class to read even decently well. A teacher is apt to conceive that all is done when the majority succeed, with more or less effort, in pronouncing the words of the lesson, one after another, without spelling them. Few appear to set sufficient account on the other elements of which reading, to be really good, must be composed; such as absence of hesitation, correctness of accent, and above all clear and audible articulation. Cases in my district, where reading has involved all this, have been comparatively rare; and I have found in the course of my visits of inspection nothing more annoying than the indistinct mumbling which in many schools passes current for reading. No doubt it may be said, that on such occasions the children are unusually timid, and that consequently they do not do

themselves justice. To a certain extent they may be affected by the presence of strangers; but the effects of shyness are distinguishable from slipshod inarticulate reading, and I have uniformly observed that where a higher standard of reading has been exacted, and attention bestowed upon it as a special and important branch of instruction in itself, and not as it is too apt to be regarded, merely the vehicle to more advanced studies, such training has, at times of inspection, in spite of their feelings, invariably stood the scholars in good stead. Again, take numeration. In no one particular is the instruction of elementary schools, so far as I have had opportunities of judging, oftener defective. I have already observed on the fact of its rarely appearing to occupy a definite place in the teaching of arithmetic. The first and second classes will probably understand fairly well the principles of numeration; but below these, although the requirement be proportionately diminished, the children's ideas on the value of figures will be too often vague and misty, and in many instances, totally worthless. And as it is generally the case, that a sound knowledge of arithmetic varies with the amount of time devoted to the conveying intelligent notions on numeration, one might reasonably anticipate, were a good foundation for the study more rigorously insisted on, a sensible improvement in the general aspect of that branch of instruction.

I am led by this remark upon a feature presented by the arithmetic of many elementary schools, to make a further observation on the unsatisfactory character of much of that worked *by females*, as well as its limited extent. With regard to the latter point, it has been rather the exception to find them aiming at more than the compound rules. That in this branch of instruction they should display an inferior capacity to that of the generality of boys is to be expected; but their knowledge of it, however humble, should at least be sound and correct. At an examination in arithmetic it often happens that children, especially females, do themselves an injustice through inattention. They often fail to copy *correctly* on their slates the sum set on the black-board, or else in taking down the sums for addition or subtraction, or whatever may be the proposed exercise, they omit to leave sufficient space between their figures, and consequently all soon becomes confusion. If teachers were aware how often an indifferent report upon arithmetic may be attributable to these circumstances, it might induce them to cultivate among their scholars a greater habit of attention, the lack of which is testified by this, among other instances, in a marked manner. If comparatively deficient in arithmetic, a superiority is dis-

played by females in certain points. They make quicker progress in reading and writing; and in mixed schools, especially in rural districts, often infuse a salutary amount of liveliness and vivacity into the ranks. On their writing generally I cannot refrain from making one remark. It seems to be an almost universal practice, while boys' are taught to write *round* hands, to cultivate among girls a *pointed* style of writing. I cannot see any good reason for the distinction; and it too often results in a girl's acquiring a style of writing which, with a certain pretension to ease and elegance, is in reality ill-formed and indistinct. The amount of time given to needlework varies more or less. I have found it to consist of three afternoons out of the five, as well as of the whole five of the school week. I should hardly think that the latter proportion is too large, when the extreme importance of this part of a girl's education is considered; unless indeed, under special circumstances it may be advisable to devote more time than this arrangement would permit to raising the standard and tone of instruction in other branches. In the selection of the *kind* of industrial work upon which to employ their female scholars, both teachers and committees appear to exercise a sound discretion; and the proportion which in this exercise the ornamental usually bears to the useful is happily small.

Miss Martineau's industrial school.

I have had in the discharge of my duties to visit only one professedly industrial school, that supported by Miss F. Martineau at Norwich, for the training of girls in the various branches of domestic labour. In more ways than one this institution may serve as an example to others, who may agree with this lady in thinking that an early acquaintance with her various home duties forms an all-important part in the education of a girl; and in none more than in its perfect unpretensiousness and the consistent manner in which the notion of an experiment on a grand scale is throughout discarded, and all attempt at external show sacrificed to reality. Two houses of moderate dimensions have been knocked into one, and in these premises the various processes of household labour are conducted. The industrial work embraces washing, and (to some extent) cooking, and general housekeeping. The appearance of the house, for which the girls, under the superintendence of a matron, are wholly responsible, does them great credit. A most complete routine of household work is provided; the floors have to be scrubbed, the different rooms to be dusted, the kitchen, with its appliances, to be kept neat and in scrupulous order, preparations for meals to be made, everything to be kept in its proper place; in fact, there are all the various details of housekeeping, forming a most invaluable

training, in the course of which, a stock of experience may be acquired, which if turned to proper account, may make the comfort and happiness of their future homes. All this is managed in so simple and yet orderly a manner as not to interfere with the operations of the school for ordinary instruction, which is held in another part of the premises. From this a certain number of the girls are drafted, some in the morning, and others during a portion of the afternoon, for the various work that has just been described.' Altogether it would be difficult for a visitor to imagine that he was not in an ordinary dwelling-house, and the operations those of any domestic premises. This air of reality, by which the whole is pervaded, is calculated to have an excellent effect upon the minds of the children; they are led to do the work, not for the sake of any display, but just as though they were in their own homes; and habits thus almost unconsciously acquired appear more likely to stick by them in after-life, than exercises which often owe the spirit with which they are sustained to the stimulus of personal vanity. One particular in which this institution would seem to promise well merits a word of special notice. The intellectual instruction of the school appeared to be in no degree impaired by the attention and time devoted to instruction of another kind. The admission of other educational claims has not occasioned any appreciable deterioration in the quality of the more ordinary and established studies. On the contrary, they appear to proceed *pari passu* with mutual success.

Evening classes.

No night school has as yet come under my official observation; but an arrangement in its nature I rejoice to find existing in some places in the evening classes of the Mechanics' Institute. Where without any direct or formal connexion between such an institution and the school, it is yet possible, by means of these classes, practically to continue the education of boys withdrawn prematurely by circumstances from the day school, such an attempt seems calculated to have an excellent effect. At a time when so much is heard of the embarrassment in which the work of education is involved by reason of the early age at which the elementary school is left, it is encouraging to find any measures palliative of the prevalent evil adopted with even a moderate share of success. At Buxton, in Derbyshire my attention was specially invited by the authorities of the Wesleyan school in that town to the evening classes, held at the Mechanics' Institute, both for adults and for juveniles. Among the latter are found as habitual attendants several boys who are still at school, and these, as might be supposed, are either the cleverest, or at least those who are most anxious

to learn; for this extra attendance serves as an indication of the interest with which they work, and the real desire they have to make progress. But it is not for these, or as a mere supplement to the course of study in the day school, but for those who are debarred from the advantages of that training which a continuance at school during a certain number of years can alone afford, that these classes are mainly intended. We do all we can, says Mr. Robert Duke, the worthy Secretary to the Wesleyan school at Buxton, to get the boys who leave school to join the institute classes, and that these efforts have met with an encouraging amount of success may be inferred from the statement made in reference to them in the annual report of the institution, from which it appears that during the winter of 1856, there were in all four classes, conducted in the evenings, drawing, music, arithmetic and writing, grammar and geography, and that these numbered as attendants, in varying proportions, no less than 23 adults and 65 juvenile pupils. "These classes," continues the report, "have "for the most part been well attended, and although it is to "be regretted that there are not more of the adult members "attending them, the Committee feel sure they are doing the "town a real service." A result so considerable, attending an experiment only recently started, warrants the anticipation of an increased success from the continued exertions of the Committee in this matter during the period of the present winter.

Home lessons.

Home lessons are employed with great advantage in many of the schools within my district. I have been surprised to observe the apparent regularity with which they are enforced. Where practicable, such an encroachment of school influences upon the homes of the children is attended with most satisfactory results; and apart from its value as a means of ensuring some degree of preparation for school hours, it serves as a test and criterion of the amount of interest and heartiness with which a scholar works. The idle boy will do an exercise of this kind in a slovenly and perfunctory manner, while the really studious one will show pre-eminently by the tenor of his work, when not under the immediate eye of his teacher, that his lessons are regarded not as an exaction to be barely paid, but as the greatest benefit to himself, to the advantage of which he is fully alive. Such an arrangement has all the value which attaches to those which involve a certain amount of co-operation on the part of the persons taught; and the more instruction can be put in this light before the young, as a course of self-improvement, rather than the imposition of a series of tasks, the more sound and lasting may be anticipated

the results. At the same time, with reference to home lessons, due allowance should be made for the circumstances of many homes; and care too should be taken not to require too much under this head. Such lessons should be short and precise; and may with advantage consist either of an epitome of some portion of the past day's work, or of preparation for some part of the instruction of the ensuing morning. With *one* of these two they should not fail to be taken in connexion.

Half-time system in agricultural districts.

I have found considerable misapprehension prevalent as to the application of what is termed the half-time system to the agricultural districts. It has been conceived in many quarters that boys who *happen* to divide their week's work between school and field labour, although such alternation be regulated on no approved scheme, or indeed any scheme at all, are yet entitled by the recent change to the remittal of half the attendance required under ordinary circumstances for a capitation grant; on the other hand, no instance has come under my observation where managers have availed themselves of the provisions of the Extending Minute, as rightly understood, nor when its true purport has been explained to them, has it appeared to them feasible to make arrangements in conformity with the rules which your Lordships have upon this point laid down.

Drawing.

The taste for drawing appears to spread among elementary schools; I have visited several where the scholars receive instruction in it, and draw really very creditably. At present, however, it is a study depending mainly on the taste entertained for it by each individual teacher. When it actually forms a part of the instruction provided, care should be taken to keep a study so tempting and attractive to many young persons well subordinate to essentials, and in such cases it may with propriety be made to a certain extent conditional upon a satisfactory completion of other more important school work. But it is not uncommon to find it proposed as a study altogether out of school hours. With regard to the pupil-teachers, they appear to avail themselves largely of the opportunity for examination which the inspector's visit affords. For one circumstance, however, I am somewhat at a loss to account, namely, the rarity of any female pupil-teacher's attempting a *drawing paper*. While alluding to this branch of examination, I am tempted to make another observation. It has been very generally felt that the time prescribed for the working of such papers, one hour, is insufficient, and I have had in numerous instances to call for the paper in a state, as it has appeared to me, so far from complete as hardly

to serve as a specimen of the candidate's style. It is with the greatest submission to the authorities competent to indicate a rule upon this point, that I venture to represent the desire which is entertained in many quarters, that a longer time were accorded to the working a paper in freehand or geometrical drawing.

Conclusion. I will conclude this report by briefly summing up the general result at which the limited experience of a few months has enabled me to arrive. In the larger towns of my district hitherto visited, I have found, upon the whole, schools efficiently conducted, such as the British schools (for boys) at Ipswich and Wisbeach, institutions which in their present condition are the result of the sustained efforts of active and energetic teachers. But in many of the smaller towns, and most of all in villages, there is necessarily a great falling off observable. Here there is often so much competition, and so limited a supply of scholars, that unless a teacher works with more than ordinary zeal and determination, local circumstances often get the better of him, and the school appears more or less to languish. The spectacle of a thoroughly efficient village school (of the class which comes under my inspection) is comparatively rare; but though at present rather the exception, I am glad to think that there is a prospect of the number of institutions so to be characterised rapidly increasing. The great educational movement made by the Wesleyan body in Lincolnshire, and the chain of admirably appointed village schools, which have been recently opened by them in various parts of that county, are symptomatic of a step in that direction. Above all, it is necessary that teachers intrusted with schools of this kind should work with unflagging energy and resolution. It is possible that some may entertain an idea that a village school is a field hardly worthy of their exertions; that even professional success in it is not likely to be so warmly appreciated as to make it worth their while to devote their whole powers of body and mind to incessant drudgery; may, in fact, pine for what is called a "larger sphere." It may conduce to alter their estimate of the importance of the post of village schoolmaster, when they reflect that such a position requires precisely those very qualities which they are proposing to devote to a sphere more congenial to their ambition. To work comparatively alone, and in the face often of opposition or discouragement, requires, if anything does, that energy and vigour which they are conscious of possessing; to dispel prejudice, and win the confidence of the neighbourhood, calls for tact and judgment in the highest degree. Thus, whether it be

viewed in respect of the important nature of its duties, or with reference to the amount of appreciation which in the long run it is sure to conciliate, when worthily filled, such a post is one which the ablest man may well undertake.

I have the honor to be, &c.

CHARLES ALDERSON.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY C. H. ALDERSON, ESQ.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children						
	No. of Schools, *i.e.* institutions held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	85	36	24	15	44	7,275	4,487	7,026	4,095	18,143	97	218
Simple Inspection	5	1	1	—	3	197	66	197	69	338	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	4·39	6·14	9·16	11·36	12·24	13·15	12·51	10·94	8·84	6·06	3·56	1·65
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	46·11	21·73	13·24	8·68	5·91	4·33
Simple Inspection	—	—	—	—	—	—

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys and Girls' Schools, and does* not *include Infants.*)

Number of Schools out of 109 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	102	5	102	5	—	—	—	—
Writing	101	5	101	5	—	—	—	—
Arithmetic	102	5	99	5	3	—	—	—
Geography	100	5	97	5	3	—	—	—
Grammar	97	5	92	5	5	—	—	—
History	80	5	77	5	3	—	—	—
Music from Notes	—	1	—	1	—	—	—	—
Drawing	3	—	3	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	115	3	—	114	2	2	95	19	4	114	2	1	111	6	1	113	3	1	100	—	—
Simple Inspection	5	—	—	5	—	—	5	—	—	4	1	—	5	—	—	5	—	—	1	—	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by the Managers, of 80* Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants	£ s. d. 207 14 9	£ s. d. 3,709 1 2	£ s. d. 4,816 13 7	£ s. d. 948 18 0	£ s. d. 9,682 7 6	£ s. d. 0 17 7½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 85* Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in average Attendance in School to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
Annual Grants	£ s. d. 7,131 11 6	£ s. d. 649 14 5	£ s. d. 2,494 8 0	£ s. d. 10,275 13 11	£ s. d. 0 18 6½	10,980
Simple Inspection	—	—	—	—	—	—

* The number of Schools inspected during the year was 90; but from 5 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *e*.

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncer*tificated.	Certificated.	*Uncer*tificated.	Certificated.	*Uncer*tificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 90 9 8	£ s. d. 59 10 7	£ s. d. 63 1 7	£ s. d. 37 13 6	£ s. d. 50 6 8	£ s. d. 35 16 0
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken . .	Annual Grants .	70	11	29	6	7	7
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free .	Annual Grants .	28	—	4	1	—	2
	Simple Inspection	—	—	—	—	—	—

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	83	14,837	21·74	41·53	21·24	13·2	2·29
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* SOUTHERN DIVISION *of* GREAT BRITAIN.

MY LORDS,

Change of district.

THE subtraction of three important counties from my district during the past year has reduced it to more convenient dimensions, and afforded me much relief. The county of Stafford has been added to Mr. Stokes' district, while the counties of Derby and York now form part of the field of labour assigned to Mr. Reynell Morell. That it was expedient to reduce within narrower limits the portion of work allotted to me is sufficiently evident from the fact that notwithstanding this reduction, I have been able, between August 1856 and August 1857, to inspect a larger number of schools than in any previous year. The total number of schools visited by me during that period was 127, containing 226 departments. This is probably the full extent of work which I can reasonably hope to accomplish within the same interval, so long as twenty-two weeks of the year are absorbed, as was the case during the past twelvemonth, by the examination of training colleges, the revision of papers, certificate examinations, general reports, and other unavoidable deductions from the time devoted to actual inspection.

Further limitation necessary.

In consequence of the steady increase of annual grant cases in my district, and especially in London, it has become necessary for me to solicit a still further limitation of my sphere of labour. I have accordingly proposed that the county of Warwick, of which the actually inspected Roman Catholic schools afford about six weeks' occupation to the inspector, should be removed from my district and appended to that of Mr. Reynell Morell. The grants to schools and teachers in that county become due in the month of March, while it is impossible for me to complete my work in London before the month of May. Serious inconvenience would result to the public service from the continuance of such irregularity, which would involve a delay of more than two months in the payments to all the schools in my district out of the metropolis. The necessity of the proposition which I have made, and the grounds of it, have been stated to your Lordships' Secretary.

Increase of schools in London.

The number of Roman Catholic schools in London and the immediate neighbourhood now in receipt of annual grants, including a few which have hitherto only invited simple inspection, already approaches sixty; and, as there are still many

which I have not visited officially, but of which the managers will probably not always reject advantages almost necessary to their further progress, and of which the acceptance has been recommended by authorities whom they respect, I may anticipate that this number will shortly increase to eighty. When this maximum has been attained, I shall have barely three months in the year available for the inspection of schools out of London; and it will, of course, be impossible for me to retain my present district, which, in spite of successive deductions, still extends from the Humber to the Land's End, and from the North Foreland to Milford Haven.

Reformatories and industrial schools.

A new element of labour, of a peculiar kind, has also been created in my district during the past year, and is sufficiently important to require special notice. Reformatories of two classes, the one recognised by the Secretary of State, the other supported without public aid, have been recently established; whilst industrial schools, founded with a special object, which it will be expedient to describe minutely, are coming into existence, and may be expected to increase in number. I beg permission to offer some remarks upon both these classes of institutions, especially in their relation to the more general question of primary education, and the valuable illustration which they will be found to afford, both of its improved character and of the more durable and auspicious results towards the attainment of which it is gradually contributing.

Reformatories aided by public grants.

Of reformatories, either aided by grants and sanctioned by the Secretary of State, or supported without such assistance, there are now in my district *seven*, some of which are on a large scale, and present features of great interest and importance. The following table shows at one view the number of inmates in each of them, and the amount of aid granted by the Committee of Council, but not that which was received from the department of the Secretary of State. The grant to number 6 on the list is suspended, and that to number 7 refused for this year, the magistrates' certificate being deemed insufficient to determine its character.

Name of Reformatory.	No. of Inmates.	Grant from Parliamentary Fund.
		£ s. d.
1. Mount St. Bernard's Agricultural Colony -	215	773 4 5
2. Blyth House, Hammersmith - - - - -	72	134 13 5
3. Arno's Court, near Bristol - - - -	70	112 3 8
4. Asylum of the Good Shepherd, Hammersmith -	113	247 11 9
5. Brompton, St. Martha's - - - - -	10	123 7 10
6. Kensington, Vicarage Place - - - -	39	—
7. Handsworth, St. Mary's - - - - -	41	—
Total - - - - - - -	560	1,391 1 1

The first four named in the above list are institutions of so much importance, and exhibit features of such striking interest, that I cannot refuse myself the pleasure of briefly noticing the character of the work in progress in them, and the share which the modern methods of elementary instruction have in accomplishing it.

1.—*Mount St. Bernard's Agricultural Colony.*

Accommodation.

Since the date of my visit to this reformatory, 4th of May 1857, the number of inmates has increased to 300, though some have quitted it during the interval, who, I am informed, are giving entire satisfaction in the various employments to which they have been admitted. It is proposed, I believe, eventually to increase the accommodation, if the requisite funds should not be wanting, so as to receive 500. Out of the whole number actually present in May, the following account was furnished to me, with respect to their state of instruction at the time of admission.*

Able to read.		Able to write.		Able to work sums.	
Not at all	84	Not at all	100	Not at all	92
Imperfectly	68	Imperfectly	95	Simple rules	100
Fluently	53	Well	10	Compound do.	13
	205		205		205

Character of instruction.

The time which was at my disposal for the examination of the schools did not enable me to do more than ascertain the general character of the elementary instruction. I found that, besides reading, writing, and arithmetic, it included, grammar, geography, music, and popular astronomy. About twenty of the boys were able at that date to sing ecclesiastical music. But what appeared to me far more important than the actual machinery for conveying secular instruction was the firm conviction entertained, and clearly expressed, by the superior, of its immense value as a subordinate instrument of reformation, and as an agent in preparing the heart and mind, the conscience and the intellect, to receive the lessons of a higher order, which it is the special work of the institution to impart. It was a real gratification to find that authorities so grave and so competent fully recognised the necessity of cultivating the mind in order to exert a more powerful influence over the conscience, and earnestly disavowed all sympathy with the trivial and chimerical notion that it is possible to teach religion with full success to masses of ignorant and corrupt scholars without an attempt to dis-

* Ten of them had not been committed by a magistrate's warrant.

cipline the understanding. They are evidently of opinion that the intellect should be employed as an auxiliary in so difficult a work, and that it would be simply irrational to neglect it. They endeavour, therefore, to educate the faculties of reflection and judgment, and even to stimulate, within prudent limits, the exercise of comparison and analysis. I will add at once that the same principle seemed to be heartily adopted in all the reformatories which I have visited.

Testimonials of official visitors.

With respect to the particular institution to which I am here referring, I am fortunately relieved from the responsibility of expressing any personal opinion. The testimony of authorities far more capable than myself of estimating its character has been freely given, after personal investigation, and appears to be perfectly uniform. The Rev. Sydney Turner, of Redhill, the Rev. Thomas Carter, Chaplain of the Liverpool borough gaol, Captain Mitchell, Governor of the Salford House of Correction, William Harper, Esq., Town Clerk of Bury, and many other competent judges, have recorded in terms of praise their opinion of this institution, of the qualifications of the teachers, and of the remarkable results obtained by their skilful and generous labours. They have been impressed, I believe, with the striking and hitherto unexampled fact, as I am informed, in the history of reformatories, that, large as is the number of inmates, and though escape is perfectly easy at all hours of the day, *every one* of the delinquents is at this moment safe within the "Colony." It should be added that some who will shortly have completed their time have requested permission to *remain* in the reformatory, preferring its firm but gentle discipline to the liberty which they have learned to fear and ceased to desire.

Opinion of M. de Metz.

I ought not to conclude these observations without referring to one more authority, whose verdict in such a case will be deemed decisive, and justify the aid which your Lordships have hitherto given, or may hereafter extend to this valuable institution. The colony was visited in the month of May by M. de Metz, who has recorded in writing his opinion, which I am authorized to quote. After stating that he has visited it in all its details, "*avec un vif interêt et une vive émotion,*" the eminent director of the *Colonie de Mettrai* adds, that, he anticipates with confidence "*tout le bien qui se réalisera pour l'avenir, ayant pu me convaincre de tout le bien qui a déja été obtenu.*"

Report of Liverpool "detective."

A considerable number of reports on the Mount St. Bernard's Agricultural Colony, addressed by visitors of various classes to public journals and reviews, are before me; but, however interesting and valuable they may be, I should hardly be justified in asking permission to notice them in this place. From

one only, published in the *Liverpool Mercury*, in July 1856, I will venture to extract a few lines, because of its special character. They are found in a report, equally creditable to his intelligence and good feeling, presented by an officer of the detective police, who had conducted from Liverpool some of the boys committed to this reformatory, and who remained long enough to scrutinize with a practised eye all its details, and to detect some of its characteristic features.

"About forty years since," he says, "there existed in Leicestershire a common, about three miles long by seven broad, called Charnwood Forest, the whole of which has since been inclosed, and most part cultivated. From the Coalville station a tolerable country road, about three miles, leads to the Abbey of Mount St. Bernard." His description of the abbey it is unnecessary to quote. "About 400 yards from the abbey stands a range of buildings resembling a large-sized farm-yard. . . . . We visited several parts of the farm, which has very good crops of corn, hay, &c. A number of the monks were hoeing potatoes, and others preparing the ground for turnips. I counted twenty milch cows, about half that number of calves and horses, several carts, ploughs, and other implements of husbandry. The whole of the land belonging to the abbey is inclosed with a stone wall built without mortar. Considering the large amount of labour required to inclose and cultivate so large a quantity of land, a good deal of which had rocks which had to be blown up with powder before it could be ploughed, together with the erection of so noble a pile as the abbey and its appurtenances, the monks are entitled to great credit both for their industry and ingenuity. . . . . At present there are attached to the schools or colony, smiths', wheelwrights', joiners', tailors', and shoemakers' shops; the stables, barns, shippons, and stackyards; so that, in addition to learning the art of husbandry, the boys, during their five years' residence there, may get sufficiently initiated into any of those trades, and so, when discharged, earn an honest livelihood. The children are divided into three classes, according to merit, and distinguished by marks on the sleeves and belts of their blue cotton tunics or jackets. The highest is that of honour, the second reserve, and the third disgrace."

I may add here, on the authority of the superior, that, at the time of my visit, 131 out 182 had been admitted to the "section of honor," the condition being freedom from every kind of fault during three consecutive months.

"The posts which the boys will be able to fill at the different seasons of the year, in cultivating their large tract of land, gardens, gathering fruit, rearing cattle, manufacturing implements of husbandry, articles of dress, and domestic utensils, will be not only industrial but also profitable employment, as well as healthy exercise and interesting occupation. It will give this colony a very great advantage over most kindred institutions."

Finally, after some extremely judicious remarks on the subject of religion, which he prefaces by the observation that he is "not himself a Roman Catholic," the "Liverpool detective" concludes as follows:—

"I beg leave to add that my long experience of a country life, and among the degraded classes in large towns, induces me to think that, if the advantages afforded to the boys at this agricultural colony, where there will always be a great number of monks, whose lives of piety, self-denial, industry, and cleanliness must make a deep impression upon the boys' minds, be extended to as many as the capabilities it possesses would easily permit, an incalculable amount of good must be unquestionably effected among the class of children for whom it is being established. There are found kind fathers and brothers, a comfortable home, good teachers, zealous instructors, virtuous associates. The best qualities of the heart are there developed,

its worst passions restrained, and its vices eradicated. The minds of the youths are stored with useful practical knowledge, their morals formed to a high standard, and their observance of an exact rule of life is strictly yet gently enforced by mild but firm discipline. Instructed in their religion, habituated to its practice, taught some trade as a means of obtaining their support, trained to labour and industry, all this must make them useful and honourable members of society; if it does not, I feel it difficult to say what human agency will."

I presume that no apology is necessary for these long but interesting extracts from the report of so unexceptionable and competent a witness; and I may venture to add that the noble work which is now going on in Charnwood Forest* deserves the sympathy and admiration, not of one class only, but, of all who are interested in the triumph of good over evil. Viewed even in its lowest aspect, as a question of social economy, it satisfies with extraordinary completeness the aspirations of the civil magistrate; for, whereas each child in a reformatory school will cost the country about 15*l.* a year, it was calculated by the late Mr. Rushton, of Liverpool, "that "fourteen young prisoners had cost the community about "2,500*l.*" And the Rev. J. Clay, Chaplain of the Preston House of Correction, "estimates that society loses by every "regular thief about 100*l.* a year, besides 62*l.* for the annual "expenses of prosecution and punishment." It is also most worthy of notice, as respects this particular institution, that its success does not depend, like that of so many others, upon the life of an individual, however gifted and energetic, but is attached to, and as it were inseparably connected with, that of a large community, the members of which will be perpetuated in a regular succession, acting always on the same motives, and guided by the same fixed and definite traditions. It would be superfluous to insist upon the obvious advantages resulting from this special feature of the institution, or upon the promise which it affords of solidity and permanence.

2.—*Blyth House, Hammersmith.*

After model of *Pénitencier de St. Hubert.*

This reformatory, which has now been in operation nearly two years, is under the charge of a community of *Brothers of Mercy*, whose labours in Belgium are well known and warmly appreciated, and to whose care reformatory prisons in other countries have lately been committed by their respective governments. The superior was long employed at the celebrated *Pénitencier de St. Hubert*, in Belgium, in which such unprecedented results have been obtained. An official document which has been placed in my hands declares of that establish-

* In the year 1837, during the scarcity of provisions, 36,000 persons received charity and hospitality from the hands of the same community which has subsequently undertaken, in addition to their other labours, the direction of the agricultural colony.

ment "*c'est à peine si l'on constate une récidive sur* 140 "*sortants.*" A report, addressed the Minister of the Interior, contains the following statement with respect to those who have passed through it:—"Ils reviennent du Pénitencier avec "une éducation religieuse, scientifique, et professionnelle si "excellente que, sur ces résultats, on se prendrait à douter s'il "existe dans le pays des institutions libres comparables à cette "prison de St. Hubert." The experience acquired in this remarkable establishment is now being applied with the most gratifying results in the Blyth House Reformatory.

Illustrative facts.

I shall content myself with citing a very few facts in illustration of the progress of the reformatory training, and of the solid success which is being accomplished under such happy auspices.* They were kindly communicated to me by the superior, and can hardly fail to be read with interest. I select only a few cases out of many, and may safely leave them, without comment, to tell their own tale. It seems expedient to employ the exact words of the report furnished to me, in which it is stated that "the majority of the boys on their entrance "exhibited an almost entire godlessness of mind and feeling," and many of them habits which it is impossible to describe.

a. "On the occasion of the exhibition of fireworks last year in the public parks, the parents of a boy called to ask the manager if he would permit him to go with them to witness this sight. As the boy had behaved himself very well, the manager had no particular objection. On the boy being called and informed of the manager's consent, he replied, 'I don't want to go unless one of the brothers will go with me.' Because they could not do so, he declined going, though urged by his parents."

b. "A boy was taken one day by a brother to the city, and, in coming through Oxford-street, a well-dressed lad came up to him and said, 'Well, Jim, how are you?' The boy immediately turned to him and replied, 'Get away from me, I don't want to see you again.' The brother asked the reason of this conduct, when the boy stated,—'This is one of the boys who used to go out thieving with me, and I don't want to speak to him any more.' Had a serpent attempted to sting the little fellow he could not have resisted it with greater vehemence."

c. "This boy, about seventeen years of age and not baptised, the son of a woman of very bad character, had spent his whole life in the most wicked society. He stated he was *never in a church or chapel in his life*, and was as often in prison as out of it. On his first reception he tried to annoy everyone as much as possible, would laugh aloud during prayers, and refused to reply to any questions asked him. This course of conduct lasted about a fortnight, and was the cause of the exercise of much patience and forbearance, until one evening some general remarks were made respecting inattention at prayers by the brother conducting them, the brother purposely looking in an opposite direction from where this boy was kneeling. That night he called the brother to his bed in great distress of mind, said he wished to pray, but did not know any prayers. When asked if he had ever heard of Jesus Christ, he said he heard He was a great king. Since that time the boy has conducted himself in a most edifying manner, and is quite a pattern to the other boys. He is now preparing for his first Communion, and will make it in a short time."

d. "For many years this boy had been associated with a gang of the most desperate criminals, and had frequented the most disgusting haunts of vice. . . . A

* Perhaps I should state first that I found the elementary instruction, as I expected, conveyed with skill and judgment.

few days ago the following conversation occurred between him and one of the brothers." I omit portions of the dialogue.

"*The Boy.* 'Once I hated you and all the brothers; I could not bear the sight of you.'

"*Question.* 'What for, John; were we not always kind to you?'

"*Answer.* 'Oh yes, too kind; but you was good, and I was very bad.'

"*Q.* 'Well, but you are better now?'

"*A.* 'Yes, brother, I feel better at my heart. I would not leave the school for half of Hammersmith.'

"*Q.* 'Don't say so; I think you would.'

"*A.* 'Ah, you don't know what wicked and cruel sights I have seen.'

"*Q.* 'Holy Scripture says,—"The dark places of the earth are full of the habitations of cruelty." You have dwelt in those dark places, my boy.'

"*A.* 'Yes, in Birmingham, and Leeds, and Bradford, and Liverpool, and Manchester. I hate the thoughts of it now. I used to steal and get drunk; I was the last in public-houses of a night, and then went to houses worse than hell. * * I did not care about prison; I wanted to be transported. I was just the same when I came here. I tried all I could to run away, and get the boys to be as bad as myself. I hated to see your habits.'

"*Q.* 'Don't think of the past; look to the future. Make a resolution never to commit the least sin again, and thank God always for what He has done for you.'

"*A.* 'I can't help thinking about what I have been; I feel so different now; but I will always do as you tell me.'

"This boy has been twice to Holy Communion, and is one of our best shoemakers."

I will only add, as a decisive proof of the firm and vigorous control which has been acquired over them by their excellent teachers, that they are sent from time to time to London "to "execute commissions, and have done so quite satisfactorily;" and that they often return through the fields from Fulham, Brompton, or from churches in various parts of London on Sunday evening, when it is quite dark, under the charge of a single brother. On this latter fact a public journal has made the following energetic comment:—

"No such hazardous experiment as the allowing seventy *such* lads to accompany one person a distance of three or four miles through the streets of the metropolis has ever before been mentioned as capable of accomplishment in this country. It is a feat transcending the power of all the gaolers in England."*

3.—*Arno's Court.*

Advantage of citing details.

In this case also I have been favoured by the superioress with details of the deepest interest. I consider myself not only justified in referring to them, but constrained to do so. The people of this country feel a profound and honourable solicitude in the success of these schools. They are felt to be a great experiment, worthy of a great nation; and it is wished to ascertain what progress they have made towards securing a permanent and established character. It is my duty, as an agent of the Committee of Council, to offer such information as I have collected to satisfy this inquiry.

* *Hull Advertiser*, Jan. 10, 1857.

Nature of institution.

The institution of which I am about to speak is under the charge of a community of ladies, known as *Sisters of the Good Shepherd*, and honoured throughout Europe, and beyond its confines, for the heroic charity and devotion which they display towards the most unfortunate of their sex. To reclaim, to console, and to fortify these poor outcasts is the special work to which their lives are consecrated. They had long ago anticipated by their labours the popular movement in favour of reformatory discipline in which this nation is now so warmly interested. They did not hesitate, therefore, to avail themselves of the advantages proffered by Government, nor did they feel justified in declining assistance by which they hoped to extend the sphere of their usefulness.

Worst cases admitted.

One peculiar feature of their administration, which deserves mention at the outset, is this—that whereas, in other reformatories, criminals above a certain age, and those whose known antecedents are too formidable, are prudently refused,—all classes are admitted into this institution, sometimes even in spite of the friendly and considerate warning of magistrates. And yet the only agents employed in dealing with these fierce and hardened delinquents, some of whom, at their admission, are more like wild beasts than human beings, are delicate and refined women, whose pure and gentle natures, fortified by a special vocation, do not shrink from a task which might alarm the courage and weary the strength of the most robust and vigorous of our own sex. The functions of the "policeman" are exercised in this reformatory by a young lady, a member of an ancient and honourable house, of slender frame and delicate constitution. She has been more than once severely *bitten* by individuals of her savage flock; but it may be safely asserted that no *turnkey*, however brawny and muscular, could accomplish the feats of which this feeble girl possesses the secret. It has sometimes happened that, when she has succeeded in locking up in the cell used for correctional purposes some newly arrived offender, the prisoner, after exhausting her physical strength by blasphemous and obscene cries, continued for more than twenty-four hours, has proved that her spirit was still untamed by passing under the bottom of the door the whole of her clothing, torn into a thousand fragments. I saw myself in the thick planks the marks both of nails and teeth. It is with such cases that these ladies have to deal, and over such obstacles that they have to acquire a slow but sure and gradual triumph.

Nature of reformatory treatment.

It is, perhaps, not expedient to present even a sketch of the means employed with this end, though it would certainly lend to this report an interest which it is very unlikely to borrow from any remarks of my own. But I am embarrassed in

referring to them by difficulties which I do not see how to evade. All the success accomplished is attributed, and I am sure justly, to the use of means of a peculiar kind, perfectly adequate to the object, but which it might be deemed indiscreet to describe fully. I must pass them in silence. If those means, which are furnished not by nature but by grace, were not available, these ladies would close their house and terminate their labours to-morrow. They have found all purely natural and subordinate agencies—appeals to the affections and to self-respect, skilful instruction, patient tenderness, vigilant supervision, and persuasive example—useful auxiliaries indeed, but utterly incompetent to effect the whole work aimed at. Such auxiliaries are of immense value; nay, they are so powerful that they can do everything short of the supernatural. What they accomplish in certain cases is almost marvellous; but they are altogether too weak to break up the stony foundations of the heart, to heal the leprosy of the soul, to replace malicious hatred by mild charity, and the tyranny of diabolical wickedness by habits of supernatural virtue. These appliances of human policy may suffice to prepare the treacherous dwelling, "*scopis mundatàm, et ornatam,*" of which we have all read the description, but not to keep out the unwelcome guests whom such an abode is sure to invite. Wisely, therefore, do these prudent teachers refuse to trust in restless and unfruitful remorse, vague aspirations, passionate self-reproach, and sterile desires of change. These may come and go, providing no sufficient bulwark against the *novissima pejora prioribus*, which, to borrow a medical phrase, are the inevitable *sequelæ* of moral diseases imperfectly healed. Purely *natural* means will only effect a purely *natural* end. It is well, no doubt, that the inmates of a reformatory should cease to thieve, to lie, and to blaspheme; that they should be qualified for honest labour, and willing to live by it. But all this may be done, and often is, by the influence of merely human motives. They assume the outward forms of truth, decency, and honesty, because they have detected that it is to their advantage to do so. This may be all that human society has a right to ask of them; but their own hidden nature desiderates something more than the *semblance* of virtue. It is this further gift with which their teachers yearn to enrich them, and which, it must be added, they know how to induce them to accept.

Illustrative facts.

I may conclude by briefly referring to two or three characteristic cases. One girl was pointed out to me who had confessed to the sisters, after her change of character, that she had frequented five *schools for thieves*, passing from one to the other in succession, in order to acquire perfection in her calling, and to pick up the rare devices and refinements of the art

which distinguished them from one another. She asserted that she could steal anything from the person of any one in the room with the certainty of not being detected. It is quite clear, from the information given by the inmates of various reformatories, that no small number of such *schools* exist in this country. I presume that the attention of the proper authorities is directed to them. Another girl, who was only in the primary stage of conversion, struggling with her infirmities, but not yet with full success, afforded a painful illustration of the conflict between old habits and new desires:—

"She has had many difficulties and temptations, arising from coming into contact with old companions in vice, with whom she has often made plans of escape; but though, as she says, the temptation is very great, yet she does not really wish to leave; and, as a proof of this, she has invariably come after night prayers and divulged the whole plot. So anxious is she now to overcome her vile passions that, when she feels that she shall break out, she begs to be put into solitary confinement for a few hours; and, if at the end she does not think she can command herself, she says, 'I don't feel good yet, let me stay a little longer.' She now submits to the most humiliating punishments, and her gratitude to the sisters is most remarkable."

Then follows an account of the process by which she is being gradually recreated; but this, unfortunately, I cannot venture to transcribe. It appears to be nearly infallible; and, it is added, that, when it began to be applied, "her improve-" ment was wonderful, and she is now most earnest in per-" suading others to be good." One additional example of the influence gradually acquired, even in the most hopeless cases, may be selected from those which the superioress has been good enough to communicate to me, and which I hope she will pardon my repeating in her own words:—

"R.H., a girl of fifteen, arrived at the reformatory about a year ago. Her character was so desperate that the magistrates hardly liked to send her to us. However, we consented to receive her. We found her indeed accomplished in every vice, ... so that at times we thought the Evil One himself could not have been worse. Having been the ringleader of many associates in the world, she soon formed a party, and made daily plans of escape, which she at last effected three months after her arrival, with four of her companions. She met an old acquaintance, who proposed taking her to London, where she could have succeeded well in her trade. Notwithstanding her natural inclination to wickedness, she was under the influence, as she afterwards told us, of a feeling which in spite of herself drew her back to the reformatory; and after wandering about the country the whole of one day, they all presented themselves at the gate, begging most humbly to be received back again. . . . . At last a great change might be seen coming over this poor depraved soul, and as soon as she commenced* . . . . . a wonderful effect was most evident. Such a command over her passions, which before had ruled her; such an earnest determination to avoid sin, so that when she feared that during recreation she might be betrayed into some sin, she would beg to be put into the solitary cell, and she has shown a great generosity in requesting to take the punishment of others when several have been threatened with some penance."

Some examples of extraordinary delicacy of conduct, indicating the action of real refinement of feeling, are added in the

* Here is again a description of the universal remedy, which in every case is the beginning of solid conversion.

report which I am quoting; and they refer, it is pleasant to add, to no fewer than sixty-nine of the girls. Again, there is a class, all of whom have been admitted to Holy Communion, who have requested to be allowed "to pick out some of the "worst children, and to take in hand and try to improve "them. Consent was readily given, and it has been ever "since a most pleasing sight to see these good and now gentle "girls, using all their influence with the badly disposed, to "make peace, and to prevent bad words and violent passions, "though, in so doing, they not unfrequently receive blows "which they bear with perfect patience."

I ought to observe, in conclusion, that great attention is paid to the elementary instruction in this reformatory, and that due importance is attached to its influence as a subordinate agent in the general work of the institution. The progress of many of the inmates in reading, writing, spelling, and arithmetic appeared to be more than satisfactory.

4.—*Asylum of the Good Shepherd, Hammersmith.*

This reformatory school is under the charge of members of the same community as in the afore-mentioned case, and is, of course, conducted on the same principles. It has been in operation for many years, and deserves more minute notice than I can venture to attempt on this occasion. Indeed, there is not one of the seven institutions referred to in this report, which does not present features of remarkable interest, worthy to attract not only the observation of the political economist, but, the keener and more penetrating scrutiny which knows how to distinguish between the genuine inspirations of Christian charity, and the mechanical inventions of mere human philanthropy. In all these institutions a work is in progress in the success of which the gravest social interests are involved. I recommend them earnestly to the continued aid and support of your Lordships. The eminent persons by whom they are directed warmly appreciate the value of the assistance which they have already received, and which, it may be confidently said, they know how to turn to the best account.

Industrial Schools.

The number of industrial schools in my district is slowly increasing. Their development would be more rapid, and they would accomplish results on a larger scale, if public aid were more liberally extended to them. Poverty of resources continues to check their progress, and to cripple their usefulness. Yet no class of educational institutions seems to deserve more

Increase of industrial schools;

cordial encouragement. They have been founded, too, with a special object, which it is necessary to indicate, and which greatly augments their value and importance. The hope of prolonging the period of school-attendance, now so lamentably insufficient, and of effectually correcting its irregularity, seems at length to be nearly abandoned. Perhaps the difficulties which impede the application of remedies are insuperable; at all events, men have ceased to anticipate that legislation will supply them. Children must be attracted to school, and kept there, if at all, by means already available to school managers. Of these the offer of industrial instruction seems to be the most powerful. I should, however, premise that I refer only to *female* industrial schools. I do not visit a single school of this class for males in the whole of my district. A few indeed exist, but only as separate and independent institutions, having no connexion with elementary schools, and therefore ineligible, according to the Minutes of the Committee of Council, for the receipt of public aid. The most important and successful industrial schools which I have hitherto visited are the following:—

their special aim;

exclusively female schools.

List of industrial schools.

Name of Industrial School.	No. of Inmates.	Grant from Parliamentary Fund.
		£ s. d.
1. Blandford Square - - -	64	113 0 0
2. Dunne's Passage, Holborn -	30	54 19 8
3. Greenwich, Croom's Hill - -	16	47 0 0
4. Birmingham, St. Ann's - -	25	51 0 0
5. Chelsea, Cheyne Walk - -	38	20 0 0
6. Brompton - - -	17	Suspended.
7. Maryvale - - -	49	Suspended.
	239	£285 19 8

This list is not encouraging, except as affording grounds of hope for the future.

Blandford Square school.

The first named is an admirable institution of its class. The industrial occupations are chiefly washing, baking, needlework, and household labour. I have mentioned in my tabulated reports that the total receipts from the laundry last year reached 800*l*. The connexion between the industrial and the elementary schools has, perhaps, been hitherto less distinctly marked than might be wished; but children are now passing by rotation from the one to the other. It is conducted by a community of sisters of mercy, who have also a day school attended by 300 girls, and it exhibits all the features which usually characterise their management. A large number of young women have already quitted it, qualified for employ-

ments which would otherwise have been beyond their reach, and especially for domestic service.

Dunne's Passage school.

The second on the list is in all respects a most interesting and valuable school, and would speedily assume much larger dimensions, if more abundant means were at the disposal of the zealous and energetic manager. During the past year forty-eight girls have been admitted, of whom eighteen have entered upon situations to which they could not have aspired but for the special and skilful instruction which they have received during their residence in this school. The two principal industrial pursuits are bootmaking and the manufacture of artificial flowers. The flowers are for the most part made for a wholesale warehouse, from which source the demand is continuous; but a certain quantity is also disposed of to churches and to private individuals. During the year the bootmakers, some of whom acquire remarkable perfection in their craft, and produce the most finished and costly *chaussure*, have made 4,492 pairs of boots, for which they earned in wages 125*l*. The flower-makers, who are also taught their art with the most complete success, earned about 140*l*. Their teachers are all members of the community of sisters of compassion, who not only display the patience and charity which belongs to their vocation, but have taken the pains to acquire themselves the highest degree of skill in these branches of industry, in order to teach them in their schools. Whatever works charity can inspire and intelligence accomplish they are willing to undertake. The industrial school at Brompton is also under their charge.

Means of prolonging attendance.

The most important fact which I desire to record in connection with schools of this class, and to which my attention has been directed by their respective teachers, is this,—that, in every case in which they have been founded in order to induce prolonged attendance on the part of the children, by holding out to them a new and special motive, appreciable both by themselves and their parents, the experiment has been attended with encouraging success. Very interesting particulars in illustration of this fact have been kindly communicated to me, especially by the ladies who conduct the schools at Alcester Street, Birmingham, to whom belongs the honor of initiating the experiment. The experience already acquired on this point suffices to show that here is a remedy, nearly certain in its effects, and of which the application is not difficult, for one of the greatest evils which frustrate and neutralise our attempts to educate the children of the labouring classes. Convince them and their parents that they can really and definitely *gain*, according to their own estimate of what that idea implies, by remaining longer at school, and you will have

made at least some real progress towards removing the greatest obstacle which has hitherto thwarted your efforts. No other practical remedy seems to be within our reach; let us try in earnest what can be effected by this.

Cost of industrial schools.

Scanty public aid.

It is true that it is one which involves considerable outlay, to incur which the amount of aid administered by your Lordships affords but scanty encouragement. The largest grant made in any of the above cases barely defrays one-tenth of the annual cost of maintenance, and the smallest less than a twentieth. Yet the managers of Roman Catholic industrial schools have this special advantage in conducting them, that the *teaching* is generally gratuitous. In spite of this considerable deduction from the annual expenses, they are still formidable enough to alarm a class of school managers whose resources are always inconsiderable, and almost always supplemented by heavy personal sacrifices. If industrial schools are established to assist the progress and improve the character of public education, they seem to have a strong claim upon public support. The capitation grant of five shillings is wholly insufficient. In the largest school referred to above it amounted to less than 15*l.*; yet the annual cost in that case exceeds 1,000*l.*, though the teachers receive no salaries.

Increased assistance necessary

I can hardly venture, however, to impeach the liberality of the Committee of Council, or to suggest that the capitation grant to industrial schools should be augmented, in the face of the unpleasant fact that it has of late, I know not upon what grounds, been diminished fifty per cent. My observations during the past year convince me that, with a reasonable amount of assistance from public sources, a large number of these institutions, immediately connected with female elementary schools, and importantly affecting their character, would quickly come into existence. The educational body with whose interests I am chiefly concerned possesses special facilities for conducting them with success; while their direct influence in modifying some of the most perplexing phenomena with which the promoters of public education have to deal is no longer a subject of speculation. They are *proved* to effect at least a partial remedy for great evils, and it is not proved, so far as I know, that any other at all adequate to the end exists. They supply a want which many of the wisest friends of popular education have long deemed a capital one—instruction in domestic and industrial subjects; they tend to attract children to school, and to keep them there; they stimulate the co-operation, usually languid and ineffective, of parents and guardians; and, finally, they counteract, at least in some measure, and will do so more fully in exact proportion with their increased efficiency, the fatal but irresistible attractions of the

factory and the workshop. If it be true, as our foreign critics are in the habit of saying, that pre-eminence in manufactures and pre-eminence in education cannot be found in the same nation, for that the one is only to be maintained at the sacrifice of the other, this taunt supplies an additional motive for regarding with favour a scheme which has succeeded in a good measure with scarcely any aid whatever, and which would probably be attended with far more lasting and important results if it were fostered and encouraged with reasonable liberality. At all events, in the absence of any rival project, it seems to claim and to deserve a fair trial.

Capitation grant to elementary schools.

The consideration of the amount of capitation grant allowed to industrial schools, which I have ventured to call insufficient, leads me naturally to speak of the same grant as administered to schools of another character. For the first time a year's experience has been collected with respect to the operation of this grant in elementary schools of all classes and in all places. There can be no doubt that it is regarded by school managers as a real boon, and that it has produced the best effects precisely in those schools which had been previously conducted with the largest measure of judgment and success. So far, the grant is a subject only of thankfulness and congratulation. But it has also assisted, at least within my own district, to bring out more clearly than ever some of the most discouraging facts which have been already presented to public notice. It might have been easily anticipated that it would test with great accuracy the character of the attendance in our primary schools; but the results which it has elicited are more dismal, as far as my own observation goes, than the least sanguine amongst us might have ventured to predict. These results are sufficiently curious and instructive to demand special notice.

Has attested unwelcome facts;

I shall begin by observing that, out of an aggregate, in round numbers, of 16,000 children present in the schools which I visited during the past year, no attempt was even made to claim the grant upon *one-half of them*. The managers were restrained by the consciousness that the requisite conditions had not been fulfilled. Either the teachers were uncertificated, or the attendance less than 172 days, or the school fees insufficient, or the registers imperfectly kept.

Claimed only by few.

It appears from my notes, that the grant was actually claimed in

52 schools, containing 72 departments;

and that it was not claimed in

75 schools, containing 154 departments.

Again,

The whole number of children upon whom the grant was claimed was	7,950
The whole number allowed was	2,419

It follows, therefore, that while the whole number for whom it was claimed in my district was less than 8,000, the conditions had been unfulfilled by 5,530 of that number, and that they had been satisfied only by 2,419.

The facts are shown still more clearly in the following table:—

Total number in attendance in 52 schools and 72 departments—	Capitation grant allowed, on—
3,380 girls.	1,220 girls.
2,581 boys.	1,199 boys.
1,989 infants.	
Total 7,950	Total 2,419

Particular amounts granted.

The entire amount of the grant in my district is only 612*l.* The largest grant to any one school was 37*l.* 5*s.*; the smallest, 1*l.* 17*s.* Only 26 of the schools received more than 10*l.*; only 8 more than 20*l.* It does not, however, seem possible to draw any other general conclusion from these facts than that irregularity, both of attendance and payments, is the rule and not the exception. Some town schools belong to the class of exceptions, but so also do some country schools. I see no reason, therefore, for supposing that the results have been affected in any sensible degree by local circumstances; certainly not in such a measure as to constitute an index to them. Of two schools in exactly similar circumstances, frequented by the same class of children, and under the same order of teachers, one appears with credit on the list, one with extreme discredit. Thus, at Blandford Square, a grant of 31*l.* 13*s.* was obtained upon 202 children out of 300; while at another school, also in London, only 14*l.* was claimed upon 70 children out of 316.

Extreme cases.

Some extreme cases there are, as might be expected, and Birmingham supplies one of them. Out of 1,261 children actually present on the days of inspection, the capitation grant was obtained upon only 242. In one school, 36 children were able to claim it out of 318; in another, 37 out of 214; in a third, 7 out of 115. I observe too, with regret, that there is a general declension in attendance, in subscriptions, and in school-fees in most of the schools of this town. There is diminished attendance, as compared with last year, in 12 departments out of 17. On the other hand, there is a small increase in 2 schools, St. Mary's and St. Patrick's. The accommodation also is insufficient in 6 of the schools, and very unsatisfactory in 3, especially in St. John's and St. Nicholas'. Yet the total amount of grants made by the Committee of Council to these schools in 1857 exceeds 700*l.* It is a simple act of justice to add, that almost all the teachers are of a high class, and in four of the schools, of the very highest. I suppose too,

that it may be safely asserted that the managers of these schools have to contend with special difficulties. It is probable that during the ensuing year the claimants of the capitation grant will be largely increased in number, if not in Birmingham, owing to the constant demand for juvenile labour, at least in most other places.

School registers.

I have noticed amongst the impediments to the reception of the grant just referred to "registers imperfectly kept." I have no record of the exact number of schools in which this defect existed, but I am sure it was considerable. The old class of untrained teachers, now fast disappearing, had very rudimentary notions about school registers—to say nothing of other subjects—even when they kept them at all; and probably none kept them in such a form as to enable them to estimate with complete accuracy the quarterly or annual averages. In their schools, therefore, it was impossible to satisfy the conditions of the capitation grant; though this was by no means the greatest loss which the employment of such persons entailed upon the managers. I have been very much struck with the great difference in the value of the papers on "school management" worked by students in training colleges, and those worked by untrained teachers, in spite of the greater experience of the latter. Any one to whom the revision of these papers has been intrusted must have made the same observation,—especially with respect to the facility displayed by them respectively in analysing the entries of a given register; for although the answers of the former class have not been uniformly full and precise, even in the most successful training colleges, they were at least immeasurably superior, with rare exceptions, to those of the other order of competitors, who not unfrequently manifested absolute ignorance of the whole subject. It is a conspicuous merit of the form of register which appears to be now definitively sanctioned by the Committee of Council, that it must either be kept accurately, or not at all. Its general use will be attended with great advantages, and can hardly fail to attain the special object which it was framed to secure. Meanwhile, there is reason to believe that many pupil-teachers do not receive sufficient instruction in this part of their duties.

Certificated teachers.

There is still a small though constantly decreasing number of schools in my district under the charge of uncertificated teachers. Of these, only ten are female schools, which, there is reason to believe, will be further diminished in the course of the ensuing year to four or five. In the whole district, as lately reduced since Mr. Reynell Morell's appointment, there are now seventy-six certificated teachers, of whom six are employed in the training colleges at Hammersmith and St.

Leonards, and the rest in elementary schools. It is a very significant fact that fifty-two of the number are females, while only twenty-four are males. This list does not, however, include twenty-three candidates recently examined, of whom seventeen females and one male are nearly sure to succeed. There will, therefore be about ninety certificated teachers in the district at the commencement of 1858,—a number which is certainly in satisfactory proportion to that of the schools.

Advantages of certificate examinations;

It is impossible, I think, to deny that the system of examination for certificates now in operation, whatever unavoidable defects may accompany it, has worked well, or to doubt that it will continue to promote the most important practical results. It has detected and dismissed to a more appropriate sphere many pretentious, but feeble and incompetent teachers; it has assisted school managers in forming a just conclusion about the merits of those whom they employ, and has relieved them of all responsibility in removing the incapable,—a duty which, for various reasons, they are sometimes strangely reluctant to perform; but, above all, it has powerfully encouraged not only general habits of industry and application, but especially the acquisition of precise and systematised knowledge, a little of which is of more value in a teacher of young children than a much wider range of loose, inaccurate, and undigested information. I am afraid, however, it must be admitted that some few hold your Lordships' certificate in whose case it cannot be accepted as a sufficient evidence of qualification. These are exclusively teachers who gained the certificate at an earlier period, when it was accorded solely with reference to the character of their written answers. Its distribution is now wisely suspended till one of Her Majesty's Inspectors has twice reported on the actual state of the candidate's school, the good order of which is made a peremptory condition of its final award. When a teacher advertises himself as "certificated," school managers will do well to ascertain, before accepting his services, whether he has obtained this additional and only trustworthy guarantee of his fitness for the office which he seeks.

not in every case a sufficient test.

Pupil-teachers.

The total number of pupil-teachers in the schools now under my inspection is reduced to 206, of whom 147 are females, and only 59 males. They are, with few exceptions, progressing in a satisfactory manner, and continue to render valuable services. A considerable proportion of them, especially amongst the females, are likely to prove hereafter useful and capable teachers. In male schools, still miserably inferior as a rule to those for girls, the greatest advantages are offered to the apprentices at Newport, St. Mary's; Hammersmith, St. Mary's; Nottingham, St. Barnabas'; and Westminster, St. Mary's. The

masters in all these schools are not only intelligent and experienced, but conscientious and devoted men. With respect to the female pupil-teachers, the great majority are receiving a solid education in the fullest sense of the word; while many enjoy privileges of the highest order. In *their* case all that can tend to future success is abundantly secured. Of their number, 112 have the special advantage of being trained by members of religious communities, Sisters of Mercy, Sisters of the Holy Child, Sisters of Notre Dame, and other orders. These exhibit, almost without exception, a distinctive character, corresponding with the peculiar blessings which it is their good fortune to possess. They have proved also, as might have been anticipated, the most successful students at the training colleges.

Inadequacy of pupil-teachers stipends.

Before I bring this report to a conclusion, I beg permission to make a few observations on a point connected with this subject, I mean the inadequacy of the stipend paid to pupil-teachers, especially in the earlier years of their apprenticeship. It may be that the scantiness of the salary offered to them has not, in any large number of cases, greatly diminished the *number* of candidates; but it has certainly affected their *quality*, especially in male schools, and in particular districts. It seems, indeed, a kind of delusion to suppose that boys, the children of necessitous parents, who can earn from 4*s.* to 7*s.* a week, and often much more, and this *paid weekly*, will accept the munificent bait of 3*s.* 10*d.* a week, *paid at the end of a year*, and subject to the fulfilment of very stringent conditions. In several cases parents have represented to me that they considered such an offer almost derisive, only they made use of a different epithet. They evidently were tempted to regard it as a kind of indifferent jest, rather than as a serious proposition. I must acknowledge that their view of the matter seemed to me so perfectly reasonable, that I did not always attempt to refute it. I could have said, indeed, that besides the payment, an excellent education was offered to their children; but I was not sanguine as to the probable effect of this argument. It seems to me, and this opinion has been expressed by many of my colleagues, that pupil-teachers are about the worst paid class of labourers in the country. If the progress of public education suffers, as it probably does, from this injudicious economy,—and many a child who would have made an efficient teacher is repelled by it, and converted into a machine for turning out cheap cotton, or grinding files, or manipulating clay pots,—this is not a result which need excite our enthusiasm. The attraction of a reasonable salary might have saved *them* from their dismal fate, and *us* from the necessity of employing an inferior class as the raw material

out of which future schoolmasters are to be created. If we will not pay for an article which is susceptible of polish, we have no alternative but to accept one which is rude and coarse, and which, after all our efforts, will remain rude and coarse to the end. If the salary now paid at the *third* year were made the *minimum* payment, the stipend of the fourth and fifth years remaining unchanged, the condition of the pupil-teachers would at least be considerably alleviated, while the augmentation would involve a total increase of outlay of only 7*l.* 10*s.* during the whole course of the apprenticeship. It is during the first two years that the insufficiency of the salary is most painfully felt, and that it produces the worst consequences.

I have the honor to be, &c.

To the Right Honorable T. W. M. MARSHALL.
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY T. W. M. MARSHALL, ESQ.

SUMMARY *a.*

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, i.e., *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	85	37	56	24	20	5,605	6,614	5,296	6,176	16,259	65	189
Simple Inspection	24	11	14	2	10	923	1,188	—	—	2,637	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	9·85	9·96	10·74	12·96	12·09	9·04	9·48	8·59	6·51	5·	2·76	2·1
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	41·77	24·66	15·03	9·17	5·33	4·04
Simple Inspection	—	—	—	—	—	—

SUMMARY *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does not include Infants.*)

Number of Schools, out of 148 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	84	—	82	—	2	—	—	—
Writing	84	—	84	—	—	—	—	—
Arithmetic	84	—	83	—	1	—	—	—
Geography	84	—	63	—	21	—	—	—
Grammar	84	—	74	—	10	—	—	—
History	77	—	49	—	27	—	1	—
Music from Notes	20	—	19	—	1	—	—	—
Drawing	4	—	4	—	—	—	—	—

SUMMARY *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	99	9	1	100	9	—	98	15	—	96	8	1	97	9	2	107	—	—	97	4	—
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 70* Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	497 10 0	4,159 12 10	1,409 19 11	934 7 10	7,001 10 7	0 14 8
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 70* Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	4,831 9 0	301 17 1	2,249 18 10	7,583 4 11	0 15 10¾	9,540
Simple Inspection	—	—	—	—	—	—

*The number of schools inspected during the year was 109; but from 39 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Summary *e.*

Salary of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government grants and all professional sources of income)	Annual Grants.	£ s. d. 75 6 11	£ s. d. 56 19 9	£ s. d. 54 8 9	£ s. d. 48 16 3	£ s. d. 39 16 8	£ s. d. 31 14 0
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants.	27	11	32	19	6	15
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free	Annual Grants.	11	1	24	13	5	8
	Simple Inspection	—	—	—	—	—	—

Summary *f.*

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants.	59	8,356	84·16	11·33	2·49	1 69	·33
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools*, SCOTT NASMYTH STOKES, Esq., B.A., Barrister-at-Law, *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* NORTH-WESTERN DIVISION *of* ENGLAND *and* WALES.

MY LORDS, January, 1858.

EARLY in the spring of 1857, the appointment of Mr. John Reynell Morell to be one of Her Majesty's Inspectors of Roman Catholic Schools led to a re-distribution of the work of inspection and to a change of school districts. In relieving me of the inspection of schools in Scotland and the English counties of Northumberland and Durham, your Lordships were pleased to add to my district Derbyshire and Staffordshire; so that the area within which it is now my duty to visit schools comprises Cumberland, Westmoreland, Lancashire, Cheshire, Shropshire, Derbyshire, and Staffordshire, besides the counties of North Wales; and, as Mr. Reynell Morell commenced his labours before the months of June and July, when schools in Northumberland, Durham, and Scotland are inspected, while the counties of Derby and Stafford have heretofore been visited by Mr. Marshall at a still later season, the report which I have now the honor to submit to your Lordships will refer to my school district as modified by the changes of the past year. New district.

During the four years over which my inspection of Roman Catholic schools in Scotland extended, I witnessed with lively satisfaction a steady increase in the schools applying to your Lordships for annual grants, as well as in the number of certified and apprenticed teachers. The established excellence of the Edinburgh schools was well maintained; whilst in Glasgow there was accomplished an advance which may fairly be called immense. To my successor I leave unfulfilled the hope of watching similar progress in Dundee and Greenock; and, since the union of the western and eastern districts of Scotland with the *Roman Catholic Poor School Committee* in England, recommended in my General Report for 1853, has now been completed, it may be confidently anticipated that the legal technicalities, which have operated as a practical bar to the successful application for building grants in North Britain, will speedily be arranged, and that all populous places will, one after another, gradually obtain the advantage of well designed and efficient schools. I beg permission, on the last opportunity which will be afforded me, to record my conviction that no schools more pressingly require or more Scotland, Durham, and Northumberland.

entirely deserve the allowance of the capitation grant than those which I have formerly inspected in Scotland. Within the period of my official acquaintance with Northumberland and Durham, Newcastle St. Mary's, Stella, Alnwick, and Hexham have afforded, in the erection or improvement of schools, an admirable example, which Gateshead, Berwick, South Shields, and Stockton may be expected to imitate; while the high character of other schools has been satisfactorily supported. In terminating my connexion with these districts, I hope I may be allowed to offer to the promoters and managers of schools the expression of my grateful sense of the unvarying courtesy and kindness shown to me during my tours of inspection, and to assure them of the deep interest which I shall never cease to feel in the success of their labours for the promotion of popular education.

Work in district.

The relief afforded by the exchange of Scotland, Northumberland, and Durham for Derbyshire and Staffordshire, though extensive in area, has not proved so large in number of schools as might be supposed by persons but superficially acquainted with the circumstances of the Roman Catholic population of Great Britain. Thus, while I surrendered to Mr. R. Morell thirty-seven schools, I received twenty-two schools from Mr. Marshall; and fifteen new cases placed upon my list since the change of districts, exactly counterbalance the difference, and reduce me, excepting in point of expenditure of time upon long journeys, to the precise position which I occupied before the appointment of the third inspector. Indeed, the summaries, carefully prepared in the Education Department, and appended to this Report, show an increase in 1857 over 1856 of 306 in the average attendance, and 3,457 in the accommodation afforded by annual grant schools; and, again, the detailed statement of annual grants conditionally payable in year ending 31st October 1857, out of a total of 13,731*l.* for Roman Catholic Schools in Great Britain, gives 7,177*l.* or thereabouts, as conditionally due to schools within my district; and the class list of Queen's scholars, issued while I am writing, represents 23 out of 47 apprenticed candidates as coming from the same district.

Lancashire.

Perhaps, as the matter is not devoid of interest, I may be permitted to mention some facts illustrative of the leading position taken by the county of Lancaster, which forms the centre of the district, and before long will absorb the whole time and attention of one inspector. Up to the close of 1856 a total of 46,850*l.*, more or less, out of Parliamentary grants for education, appears from the returns to have been expended upon 205 Roman Catholic schools in England and Wales; Lancashire claims 70 (or 34 per cent.) of the schools, and

19,058*l.* (or 46 per cent.) of the money. In the year 1857, sums amounting to 12,164*l.*, more or less, were estimated as payable to 141 schools in England and Wales. In the same time Lancashire expected to receive 5,822*l.* (or 48 per cent.) of the money for 45 (or 32 per cent.) of the schools. I am unable to state the exact number of Roman Catholic pupil-teachers in England, but, as the total for Great Britain in 1856 gave 575, perhaps 550 may be assumed to be a very close approximation. In August 1857 Lancashire claimed 259, or 47 per cent., upon 550; and the number will certainly be raised to 300 by the results of inspection during the autumn of the past and the spring of the present year. Another mode of testing the comparative number of apprentices may be sought in analyzing the schools of candidates for scholarships. In 1855 I was employed in conducting the examination of the entire number of female candidates, and in 1856 and 1857 I was concerned more especially with young persons seeking admission to the Liverpool Training College. In the three years an aggregate of 88 apprenticed candidates offered themselves for these examinations. No fewer than 26 (or 30 per cent.) belonged to schools in Liverpool alone, and 54 (or 61 per cent.) to one part or another of the county of Lancaster. Nor can it be affirmed that the mere institution of a training-college is adequate to collect from the immediate neighbourhood an imposing array of candidates. Experience in the other training-colleges contradicts such an assumption; and (unless I am misinformed) the Hammersmith College has never yet drawn a single Queen's scholar from any school (excepting the practising school itself) within one hundred miles of the metropolis. If candidates for the Liverpool Training College abound, it is because Liverpool lies in the midst of an immense Roman Catholic population, fairly supplied with flourishing schools, which give employment to a large and increasing number of pupil-teachers; and were a college for the training of schoolmasters as large as Hammersmith, and conducted with equal ability, to be established in a well-selected part of the county, I do not hesitate to declare my belief that in two years from the opening it would be completely filled with students. Further comparisons in regard of general attendance, capitation grants, night-school grants, &c., would yield pretty nearly the same results, and would establish the fact that Lancashire is doing almost as much as the other English counties together in furtherance of the education of poor Roman Catholics; and yet a time may be anticipated when far more than has yet been attempted will be accomplished, when efficient village schools will be no longer rare, when many towns will rival Liverpool and Preston, and when the general condition of the

boys' schools will equal or surpass that of the girls. Meantime no trustworthy data in reference to a particular religious denomination can be drawn from an ordinary map; and perhaps it would not be difficult to select counties which comprise three-fourths of the area of Great Britain, but afford a very small amount of employment to an inspector of Roman Catholic Schools.

Year's employment.

During the year which ended with August 1857, I inspected 129 schools, comprising 212 departments, and attended at the time of my visits by 21,958 children. In December 1856 the superintendence of examinations of female candidates for scholarships and certificates occupied a fortnight, and certain of the papers then produced were subsequently entrusted to me for revision. Again in July 1857 an examination of male candidates for certificates of merit was held before me in Liverpool, and the papers were read and marked. For 13 collective examinations of pupil-teachers and candidates, the most convenient schools were chosen; and it has been found practicable to gather upon one or other of these occasions nearly all the apprentices in the district. In a few outlying places, however, the less satisfactory course of examining the apprentices on the same day as the inspection of their school has been followed through necessity; but it has been my endeavour to reduce these exceptions within the narrowest limits. In the autumn a fortnight was profitably spent in accompanying Mr. Marshall upon visits of inspection to the three training colleges for Roman Catholic teachers.

Examinations.

The summer examination, held in Liverpool for the convenience of male candidates for the certificate, proved in point of numbers, a sorry failure. It was attended by but three schoolmasters; of whom one came from Glasgow, another from the neighbourhood of Durham, and the third from the north of Lancashire. The masters capable of gaining the certificate already hold it; thus all the male teachers in Liverpool, Manchester, Preston, and Wigan are certified. Deserving masters without the certificate may be found here and there, but so few of them that they cannot reasonably expect the inspection of schools to be interrupted for their benefit. For the future they must regard the Christmas examination in the training colleges as the only opportunity of proving their qualifications for the certificate of merit. The examinations of female candidates held in the Liverpool training college have attracted a larger attendance. In December 1856, besides twenty students, sixteen teachers presented themselves, and nine obtained classes; and again, in December 1857, in addition to thirty-two students, there were thirteen schoolmistresses for examination. If the ratio of three

male candidates to eighty-one females represent the comparative zeal or ability of the two sexes among English Roman Catholics, it is too plain that while the prospects of girls' schools are bright and cheering, the future of the boys' schools, on the contrary, affords as little of hope as the present of satisfaction. But on the general position of the boys' schools I propose, further on, to offer a few observations.'

Certificates.

My number of certificated teachers has increased in spite of the diminished district. In 1855–6 the summaries prepared in the Education Department gave fifty-nine, and in 1856–7 they show eighty, or a gain of 34 per cent. The actual number now engaged in teaching, I believe to be ninety-five, and few changes in their position have occurred during the past year. For the most part they continue their labours on known fields with credit and advantage.

Queen's Scholars.

Female pupil-teachers at the close of their apprenticeship have freely offered themselves as candidates for scholarships in the Liverpool training college. In December 1856, of twenty-six candidates of this description, seventeen gained scholarships, while in December 1857 the pupil-teacher candidates rose to thirty-two, and the successful amongst them to twenty-six. The liberal removal of the restrictions limiting scholarships to apprentices attracted several candidates from other classes, and three such persons succeeded in 1856, and four in 1857. Not a few, however, failed; and it was manifest that some, at least, offered themselves without a just and prudent appreciation of their ability to pass the prescribed examination. I have already remarked upon the large proportion of candidates trained in Lancashire schools. Two other observations upon the schools of candidates for scholarships occur to me. In each of the years 1855 and 1856, among the candidates, and, I may add, among the scholars too, were two apprentices from schools connected with the British and Foreign School Society. No such candidates offered themselves in 1857. The ardent friends of separate education, who sometimes question, even now, the tendency of Government measures, may hence infer that while, where Government grants are refused or neglected, Roman Catholic children will seek instruction and even employment in schools unconnected with the Roman Catholic church, so, just in proportion as Roman Catholic schools avail themselves of grants offered alike to all, will cases of the kind diminish in number, and ultimately disappear, confirming, from experience, the conclusion that the effect of the present system, freely adopted, is to render national education more than ever separate and denominational. Those who deprive Roman Catholic parents and children of Government grants in their own

schools, and drive them to seek advantages and emolument elsewhere, are, in effect, the real promoters of mixed education. Another observation I have to make. In 1855, and again 1856, a certain number of candidates for apprenticeship were drawn from country schools. In 1857 all were from towns. Liverpool, Manchester, Glasgow, Sheffield, Preston, occur again and again, but no names of villages. Indeed, the decreased allowance of apprentices, together with the limited number of certificated teachers, appears, for the moment, to have placed apprentices beyond the reach of the country schools; and yet it is highly desirable that such institutions should be fairly represented in the training colleges, since villages rather than cities will find employment for young trained teachers. In 1855, thirty candidates were presented from sixteen places; in 1856, twenty-six candidates from thirteen places, and in 1857, thirty-two candidates from ten places, all of them considerable towns.

Hints to candidates.

Among pupil-teacher candidates for scholarships failure has not been so rare as at one time I had hoped that it would be found. The majority, indeed, of the female candidates have acquitted themselves very respectably, and have passed the examination with creditable success. Yet out of eighty-eight such candidates in three years, sixteen have failed; and among the male candidates at Hammersmith the proportion of disappointments has been far higher. Now failure in the scholarship examination incurs loss and injury of a very serious character. The career of the luckless candidate prematurely terminates, for the training college will not receive him thus branded with idleness or stupidity. His prospects are blighted; his school and teacher suffer from his disgrace; and, meantime, the training college, deprived of an adequate supply of students, fails to meet the demands of the country, and falls into suspicion and disrepute. The number of candidates at Christmas next will probably be far larger than in former years. Five years have nearly elapsed since the appointment of a second inspector of Roman Catholic schools began to increase the annual number of admissions to apprenticeship, and the operation of the Minutes of August 1853 will set free at the close of the current year all pupil-teachers apprenticed in the first half of 1854. I believe upwards of forty young men and eighty young women will be in a position to compete for scholarships in December. For their sake and the sake of their successors, I wish to offer a few simple precautions against failure in the scholarship examination. Failure among the diligent and attentive is mostly to be ascribed, I think, to neglect of practice in producing exercises under the conditions of the examinations. Answers have then to be rendered (as should never be forgotten)

in writing, upon paper, within a limited time, and absolutely without assistance from books, notes, teachers, or companions. Some young persons can work sums upon a slate, or analyze sentences upon the black-board, when they would fail to perform the same work correctly and neatly with pen and ink. Others, with indistinct ideas, fail to frame accurate answers, or to spell correctly, or to write well. Others get a habit of being behindhand; they meet with a difficulty, stumble over it, and lie in confusion until the allotted time is expired. Others can do nothing without help; they want the question explained, doubts removed, hints given, and rough copies of answers examined. All such fail in the trial for scholarships. But forethought and previous practice would save them from so severe a disappointment. If upon every Saturday—I should wish to say during the whole term of service, but at least in the last year of apprenticeship,—they would, as a duty, devote three hours to the production of written answers to questions upon the week's work, carefully abstaining from all kinds of assistance, and strictly limiting their time, and if they would request their teachers to set the questions, and regularly revise and mark the answers, and if, besides, they would, in teaching and preparing lessons for their class, take every opportunity to bring out and make use of what they had recently acquired, I should feel little doubt of their success in obtaining scholarships. The subjects of examination are neither many nor recondite; they are confined to arithmetic, grammar, geography and history, and school management, with geometry for the males, and domestic economy for the female candidates. Punctual and diligent attendance at extra instruction during apprenticeship will have made them familiar with these subjects; but in addition, I would most urgently recommend the habit of independent study out of school hours. Every pupil-teacher, in his fifth year at least, ought to possess some books of his own. He should have Cornwell and Fitch's Arithmetic, Morell's Grammar, Hughes' or Cornwell's Geograpy, Ince's Outlines of History, and Richards' Methods. Boys should add Potts' Euclid, and girls Tegetmeier's Domestic Economy.* Two hours on every Saturday steadily given at home to independent study of these and the like books, would consolidate other instruction, produce studious and thoughtful habits, and strengthen all the powers of the mind. It is not necessary here to wait for the direction of masters and mistresses. The affair is the apprentice's own. His career depends on the

* The books named enjoy the sanction of general use, which I think they deserve. It is scarcely necessary to say, however, that I have as little wish as authority to prescribe one set of authors to the exclusion of others of equal merit, which may be recommended by managers and teachers.

scholarship; the scholarship depends upon practice in writing exercises and independent study of appropriate books. There is, indeed, a class of candidates who show an utter inability to estimate their own qualifications, who desire to pass through their apprenticeship in four or even, if possible, in three years; who in an examination prefer subjects which they do not comprehend, and invariably attempt the hardest questions. Such persons exhibit an inherent conceit and a radical want of judgment, which prove their unfitness for school duties, and render their failure a subject of congratulation. Sober-minded, industrious apprentices may secure for themselves a different lot.

Pupil-teachers; their number and prospects.

In former reports it has been my custom to indicate the course of life followed by all the apprentices who have creditably completed their service in schools which I visit. The change of district renders it difficult for me to continue the custom; and perhaps previous tables sufficiently prove what is chiefly worthy of notice, that the greater number of apprentices from Roman Catholic schools seek to become teachers. The number of those who finished their apprenticeship in the year ending with August 1857 was thirty-six; and the number and standing of those still in service will be seen below:—

PUPIL-TEACHERS, 1st September 1857.

In fifth year	36
„ fourth „	56
„ third „	62
„ second „	91
„ first „	77
	322

The whole number of young persons examined by me in reference to apprenticeship during the past year was 429, and I can speak hopefully of the general results. I am happy to find that respectable parents begin to understand the terms "pupil-teacher," "Queen's scholar," "training college," and "certificate of merit;" and to show an anxiety to secure for their children the advantages which they represent. The plan of boarding and lodging apprentices with their teachers, as practised in Liverpool, Preston, Wigan, and Wolverhampton, produces excellent results, and I wish it could be more extensively adopted. The best students for training colleges are those so brought up.

Another year's experience of the pupil-teacher system only confirms its value and importance. Apprehension indeed has been sometimes expressed that apprenticeships are unduly multiplied, and that difficulty in disposing of all the young

teachers may be expected to arise. Present appearances give no sign of any such result. The training colleges, even for female teachers, are not yet full, while Hammersmith obtains this Christmas but thirteen new scholars from the whole island. Applications for certificated teachers never were more pressing, and what is both new and astonishing, girls' schools have this year been closed for want of teachers, and managers have continued to write appeals in all directions, and to insert advertisements for months together in vain. The supply is still far from meeting the demand. With reference to my [redacted]diate district, I conclude, after investigation, that nine or [redacted]ll pass before the schools in it are adequately supp[redacted]hers. My data are these. I find that there ar[redacted]

In Lancashire, large town missions - - -	45
„ remainder of district - - - - -	18
	63
Of which, in Lancashire, employ certified teachers -	28
„ remainder of district - - - -	9
	37

Leaving twenty-six large town missions without so much as one certificated teacher. Again there are—

In Lancashire, smaller missions - - - -	89
„ remainder of district - - - - -	74
	163
Of which, in Lancashire, employ certified teachers -	10
„ remainder of district - - - -	7
	17

Showing 146 smaller missions without certified teachers, and raising the whole number of places so circumstanced to 172. Every mission has its congregation, and church or chapel, and may be expected in time to possess its school also, if now without one. Such is the desire and aim of the ecclesiastical authorities. But deducting ten per cent. for places too small or poor for the maintenance of a school, and another ten per cent. for places unwilling to employ certified teachers, if they could get them, we have still left 138 places requiring teachers; and allowing one teacher for each of the small schools, two for the more important, and three for a few of the largest, I have no doubt that from 180 to 200 certified teachers, in addition to those already here, could be usefully employed in this district. From the three training colleges, the utmost that can be looked for is an annual supply of sixty

new teachers, of whom one-third may be calculated on for each division of Great Britain. A few teachers from other quarters may be expected to make good any vacancies in existing numbers, and the annual increase in certificates may be taken at twenty. At this rate nine or ten years will be spent in providing teachers for schools, and anxiety respecting the number and prospects of pupil-teachers is quite premature.

Discussion on grants.

It will be observed that the above calculation assumes a co-operation almost unanimous on the part of managers of Roman Catholic schools with the Minutes of the Committee of Council on Education. The assumption rests upon experience, no[redacted] than upon reason and authority. Nothing at [redacted] the number of schools asking gra[redacted] supply of trained teachers. There is no examp[redacted] of a teacher, male or female, with a good character and a certificate, who cannot command a choice of situations. Within my experience no school fulfilling the conditions of grants has failed to apply for grants and to receive them. Again, excepting the training colleges largely aided by Government grants, no machinery has been established, or, as far as I know, is so much as devised, for the purpose of training Roman Catholic teachers. For the most part, all who desire to promote education are willing to accept Government aid; and the question about your Lordships' grants is really debated between the friends and opponents of popular education. During the past year, indeed, considerable discussion has taken place. Points already settled have been re-opened; new objections have been sought for, and malcontents have had full opportunity, in pamphlets and periodicals, to submit their views to the judgment of the public. The result is, that argument and authority combined to sanction the policy already adopted, and to encourage further efforts in the same direction. A writer, even more distinguished for keen intellect than influential position, thus sums up the effects to be anticipated from "the secession of our Catholic schools from Government inspection." That measure would, he remarks:—

"1. Lower the Catholic body very materially in the eyes of the country.
"2. Throw a slur over our excellent bishops, who have so deliberately committed us to all this.
"3. Be a public acknowledgment that we durst not face the improved secular education of the nineteenth century.
"4. Cast a huge, and indeed impossible tax on the Catholic laity.
"5. Close very many schools.
"6. Be the eternal loss of several thousand children's souls.
"7. Place parents and youths in a proximate temptation to apostacy.
"8. Throw us back twenty years in the matter of education, which has always been our shame, and is our shame still.
"9. And be a decisive step towards bringing us under a compulsory non-religious system of education."

Consequences of so disastrous a nature would never be voluntarily accepted by persons of sound mind; but, lest any should be driven into them by vague fears and an unreasoning panic, the *Roman Catholic Poor School Committee* requested a fresh expression of opinion from the ecclesiastical authorities; and, upon the 25th of April 1857, Cardinal Wiseman, on behalf of the Roman Catholic Bishops, addressed to the Hon. Charles Langdale, the zealous and respected chairman of that Committee, a communication which conclusively terminated all discussion. From this document, of which the importance in regard to the schools which I visit cannot be exaggerated, the following sentences are extracted.

"I am desired to assure you that we do not see any real necessity for going again over ground deliberately trodden over, or for entering into questions once thoroughly sifted and definitively settled. Some apprehension seems to have been entertained lest the schools which are settled under this (the model) deed should thereby come under Government inspection and control differently from others. These apprehensions appear to us groundless. There is nothing in the deed, or in any other document connected with it, which recognises any further inspection or management of these schools by Government officers than are to be exercised in the case of other schools. That jealousy may be felt about any relations between Catholics and Government is a natural result of our past and even recent history. Vigilance is no doubt to be exercised; all prudent caution must be used in the acceptance of such gifts as we have not been accustomed to. But, when these precautions have been taken, apprehension should cease; and the faithful should not be harassed and perplexed by the raising anew of questions long since solved after full and deliberate consideration. The whole question of education grants has been reopened, as if the model deed had not been maturely examined until now, or had slipped inadvertently into operation. Such a view is completely erroneous. It was originally examined clause by clause, and phrase by phrase, by the bishops; and we now see no reasonable ground for revoking, modifying, or qualifying the decision to which we then came. We trust, therefore, that this explicit conclusion and declaration to which we have come, and which you are authorized to use in any way that you may deem conducive to the general good, will have the effect of allaying any apprehensions which may have been excited among the Catholics of Great Britain on the subject to which it refers. We think, for I write in the name of my episcopal brethren, that building grants may be safely accepted under the model deed, known also as the Kemerton deed, and of course maintenance grants with equal safety."

Under such high sanction, so unequivocally given, it is not surprising that the disposition always manifested in the north of England to benefit by your Lordships' most liberal offer of assistance in building new schools should have acquired fresh strength among the promoters of education. And, in truth, I do not remember any time at which so much progress was being effected. Among recent erections may be specified fine schools built by Sir Humphrey de Trafford, at Barton on Irwell; by James Lomax, Esq., at Great Horwood; by Colonel Towneley, at Burnley; by Miss Aglionby, at Wigton; by Mr. Bretherton, at Rainhill; and by Canon Kershaw, at Patri- New schools.

croft, the works of individual benefactors. Combined exertion has raised good school-buildings at Wolverhampton, Wigan, St. Patrick's, Wellington, Hyde, Great Haywood, Chorley, Preston, St. Ignatius', Darwen, Saint Helens, and Holywell. New schools have been established in premises converted from other uses at St. Augustine's, Liverpool; Practising School, Liverpool; and St. Alphonsus', Manchester. Sir Pyers Mostyn is building admirable schools at Talacre, Sir Robert Gerard at Billinge, and Lord Edward Howard at Hadfield. Fine structures are rising at Birkenhead, Garstang, and Stockport. The architectural proportions and complete appointments of these schools and others, finished within a few years, surpass anything previously seen, and belong to a new era. Their influence, however, is not unfelt among the older institutions, which one after another attempt various improvements. Thus, a classification of the annual grant schools inspected last year would rank the buildings in fifty-seven cases as "new and good," in eleven cases as "improved and good," and in seventeen cases as "needing improvement." As inspection extends, the third class will be likely to increase in number; but schools will be constantly passing upwards from it, until all the buildings may be considered good.

Country schools

The promoters of village schools do not invariably consider that a plan which may answer very well for a town parish densely populated is not necessarily suitable, even on a reduced scale, to meet their own wants satisfactorily. For village schools, the multiplication of groups of small rooms appears to be a mistake; and the common design of a central teachers' house, with school-rooms in either wing, deserves praise for its symmetry rather than its success. Good teachers cannot be found for all these small rooms, nor, if found, can they be adequately paid, nor, if found and paid, will they rest content with the dull idleness of teaching a score of rustic urchins. Already in the country districts double rooms not unfrequently occur, of which one only is in use, and that one perhaps of insufficient size for the children. And when, as lately happened to the Rev. E. Power, at Cunscough, and to the late Lord Shrewsbury, at St. Wilfrid's, near Cheadle, vigorous and able masters and mistresses are placed at high salaries in little rooms to tend from fifteen to twenty poor children each, the experiment leads only to disappointment. One fair room, such as that recently built at Wigton, with divided playground and separate conveniences, is rather to be recommended where not more than eighty children are expected to attend. If two rooms are desired for Sunday school, a sliding partition, properly packed to deaden sound, can easily be provided; but such partition should be carried right up to the ceiling or roof,

since partial divisions increase rather than lessen confusion. For one room, such as described, I feel no hesitation in strongly recommending the engagement of a schoolmistress from the training schools. An annual supply will now be available, and about Michaelmas certified students of the second year may safely be engaged to commence their duties with the following January.

Boys' schools.

In thus recommending for country parishes mixed schools under certificated schoolmistresses, I have had in view the real interests of those institutions. A further advantage to the educational system would incidentally occur from its adoption, inasmuch as no efficient schoolmasters would be drawn away from the large boys' schools, where the services of every one of them are so much needed. In the latter class of schools, indeed, I remark with lively satisfaction a decided improvement. St. Francis Xavier's, Liverpool, under Mr. Andrew Kelly; St. Ignatius', Preston, under Mr. Patrick Leahane; and the Lancaster Roman Catholic School, under Mr. Michael Henry, deserve the highest praise. The schools at Liscard, under Mr. Denis M'Curdy; at Carlisle, under Mr. Daniel M'Carron; and at Burnley, under Mr. Henry Roche, are eminently well conducted and satisfactory; and to these I would add the same honorable mention, qualified by the remark that I have examined the school once only, of Longton, under Mr. Patrick Walsh. Still, after full allowance has been made for all which the praiseworthy labours of the masters above named, and others of the same stamp, have accomplished for boys' schools, it cannot be denied, upon a candid review of the general condition of education, that the schools for the other sex exhibit the same superiority to which your Lordships' attention has been formerly called. For one good boys' school I could name five good schools for girls; and for one male apprentice able to stand up and give a creditable lesson to his division, I could point out ten, and perhaps twenty females. To a fact so notorious, and so little calculated to encourage, I should not again invite attention, did I not feel assured that the time is come for inquiring why the fact is so, and for gravely seeking palliatives at least, if not a complete remedy. The matter grows yearly more serious. Inferior masters cannot train superior apprentices; apprentices badly taught miss their scholarships at Hammersmith, and are shut out of the college, which thus straitened can produce but few masters; the schools apply in vain to the training college, and find no means for replacing their inferior masters by better ones. Unless this vicious circle of difficulties can be broken through at one point or another, advance cannot be secured for the boys' schools. And, though with great diffidence, I

would add a further consideration, that the limited supply of teachers actually produced by Hammersmith will be found—partly from the inferior models familiar to them, partly from their short residence at college, and partly from the want of a large well-worked practising school in connexion with it—to be better fitted to act for a time as assistants than to take immediate charge of important institutions, as if they were already finished masters of the teacher's art. Unusual indulgence has indeed been heretofore shown in admitting students; but young men, if they are ill-prepared on entering, if they have nearly as much to unlearn as to learn, if they reside for a single year, or if remaining two years they have no good school for practice, though on quitting college they may find useful employment, will not be qualified to raise boys' schools to the excellence required. The reform must begin in the schools themselves. How is it then, that, in Roman Catholic schools, the boys' departments are often inferior to the girls', and what means can be tried for raising them to an equality?

Causes of failure.

Ten or twelve years ago, it is no secret that efficient schools for either sex were far from common. The returns collected by the Roman Catholic Institute in 1845, when public attention was first called to the subject, teem with lamentations over bad rooms, failing funds, and incapable teachers. The few exceptions were found in schools conducted by religious communities, towards which the purest spirit of self-sacrifice is ever attracted. At that time, perhaps, the best boys' schools might have claimed superiority over the girls'; for the Religious Brothers of Ireland, then established in London, Liverpool, Manchester, Birmingham, Leeds, Bolton, and Sunderland, possessed advantages of training and tradition, and enjoyed a reputation greater than could be attributed to any poor schools in charge of sisters. Upon the introduction of the Government Minutes, however, a difference of policy manifested itself, which has gradually reversed the position of the two sexes; for while the brothers declined all connexion with what they thought a "new system," the sisters of various communities heartily responded to the fresh demands of charity in admitting into their houses the organizing mistress engaged from Dublin by the *Roman Catholic Poor School Committee*, in studying the best books on primary education, in receiving Her Majesty's Inspector, in adopting improved organization, in undertaking the instruction of pupil-teachers, and even in affording written proofs of their own attainments. Hence, it has resulted that constant progress has, on the one hand, been maintained in the large girls' schools, while the boys' schools, on the other hand, have retrograded. For to stand still while others advance is to lose

ground. Again, the first great undertaking of the *Roman Catholic Poor School Committee* in, 1848, was the attempt to found a training college for masters; but they had to look beyond the United Kingdom for their model, and for help; and it cost years of patient labour, and 15,000*l.* in money, to establish Hammersmith on its present basis.' In 1855 two female training colleges may almost be said to have founded themselves at once, and without expense. Yet what a contrast in the scholars' list just issued! Forty-three females, and but thirteen males! And what deserves notice is that several of the successful female candidates had been apprenticed with the full approval and co-operation of the clerical managers in schools, where the corresponding departments for boys decline to accept aid from the Parliamentary grant. Such is the state of affairs at Liverpool, St. Peter's and St. Nicholas, Manchester, St Patrick's; and Preston, St. Austin's. The Irish Brothers are too grave in character, and too conscientious in principle to act without solid grounds. What these grounds are they have never explained, and it would be unbecoming to retail current surmises. I allude to the course they have chosen for themselves only in explanation of the present state of the boys' schools. In 1848 the brothers conducted the largest and best schools, with an estimated attendance of 4,000 boys. In the ten years which have elapsed they might have reared two bands of apprentices, each one hundred strong; they might have filled the training college again and again with capable students; and have long ago supplied a large number of boys' schools with pious and efficient masters. They have done nothing of the kind. On the contrary, using that liberty which is their right, they have declined to afford their help. The consequences, patent to all, are seen to be that the Brothers have themselves been relieved of one school after another in Liverpool, Salford, Preston, Bolton, Sunderland, Birmingham, and London; that where they remain, a heavy and needless tax is imposed for their support upon clergy and laity; that male apprentices, excluded from the best schools, are elsewhere feebly handled, both intellectually and religiously; that the training college lacks students; that boys' schools cannot obtain good masters, and have sunk to a position of inferiority, when compared not only with other boys' institutions, but with girls' rooms in the very same establishments.

Is there no remedy for the evil? The remedy, I believe, must be worked out in detail; and every boys' school raised from a drooping to a vigorous condition will contribute towards the general cure. Up to a recent period, I was of opinion that managers of schools would act prudently in waiting for

Dublin Training College.

masters from Hammersmith; further experience and re-consideration have modified that opinion. It is neither wise nor just to expect too much from a training college. Some excellent boys' schools have been already formed, and the number may be multiplied by the adoption elsewhere of the means which have conduced to their superiority. When, ten years ago, a demand suddenly arose for skilful trained masters, at a time when there existed, not only no home supply, but, literally no prospect of one, recourse was had to Dublin; and it is to the admirable training institution of the Commissioners of National Education in Ireland that the Roman Catholic schools in England are at this day mainly indebted for their most successful masters. I think that managers of schools should still look to the same quarter. Great care indeed must be exercised in making appointments, since many incapables claim the credit of Marlborough-street training, and have occasioned frequent disappointment and injury. Managers may safely assume that, in this country, there is no such person as a qualified master of good character without a school, and may resolutely set aside any testimonials on paper or parchment that may be offered. Reference must be had, or if possible, a visit paid, to Dublin. Personal interviews with the professors of the training institution, and with the candidates for appointment, afford the best hope of a proper selection.

Increase of salary.

I should very imperfectly discharge the duty of submitting a general report to your Lordships, were I, in treating of this important subject, to refrain, through fear of offence, from declaring my conviction that Roman Catholic schoolmasters are inadequately remunerated. I am intimately persuaded that policy (I am almost disposed to add justice) requires a general increase in their salaries, and other additions to the advantages of their position; at all events the cause of boys' schools cannot be deemed hopeless until the plan of increased liberality which I recommend has been tried and has failed. A schoolmaster is expected to be a model of virtue for the imitation of his scholars, vigilant, kind, disinterested, zealous, prudent, patient, cheerful, sincere, and pious; of good attainments, with a talent for teaching, strictly upright in his books and accounts, in the prime of life, yet of a settled disposition, possessed of tact and knowledge to form children and please parents; and not one such man is sought for, but two hundred of them. What then may be the amount of remuneration offered for qualifications which in this busy age would open so many lucrative careers to their possessor? What is the reward of a prolonged education and years of mental labour? In the summaries appended to this report, I find that the pecuniary emoluments of my certificated schoolmasters, in-

cluding Government grants, and all professional sources of income, average 69*l.* 17*s.* 4*d.*, and that only twelve of them are provided with houses free of rent. For last year the average was 7*l.* higher, and even then fell below the remuneration paid in other classes of schools. Out of the 69*l.* 17*s.* 4*d.*, Government grants amount at the least to 27*l.* 17*s.* 4*d.*, and the inference appears to be that managers expect to find perfect schoolmasters at sixteen shillings per week. I should be sorry to offer an invidious remark, but it will certainly be noticed that the emoluments of masters in British and Wesleyan schools range from 98*l.* at the lowest average to 103*l.* at the highest, and that by comparatively underpaying their teachers Roman Catholics appear to sanction for themselves a rule, against which, when adopted in any branch of the public service, they justly remonstrate. An uniform rate of salary would be very undesirable; remuneration should vary with amount of labour and length of service, but it should be from the first sufficient in every case to furnish the necessaries of life upon a decent scale. A schoolmaster should be able to live without pinching care, to marry if he will, and to lay by some small provision against sickness and old age. It is no part of my functions to regulate salaries; but, to answer once for all questions which will frequently be asked, I venture to suggest a scale of salary commencing with 60*l.* at the end of the first year, and rising by 2*l.* 10*s.* per annum up to 80*l.* The discussion concerns only large boys' schools in populous places, the most laborious positions, and, in justice, the richest prizes which the profession offers. It is in the interest of the schools themselves rather than of the masters that I plead. On all hands the cry arises that boys' schools are ill-conducted and unsatisfactory. Candour compels the admission that school-masters are ill paid and unsupported. I but bring together the two facts, and, supplying the copula, connect them as cause and effect; boys' schools remain bad *because* masters are badly paid. Poverty of resources, I fully expect, will be urged as a conclusive argument against increase of salary; permit me to demur to the plea. I write of large schools and Lancashire schools, and I maintain that such schools are, or ought to be, already self-supporting, while your Lordships' capitation grants will enable managers to give the additional salary which I recommend, even though they make no call of charity or duty upon the rich for the support of the education of the poor. Schools under the Irish Brothers prove, and in this respect at least they are most valuable, what large sums may be yearly raised by subscription for the maintenance of schools in which confidence is felt. Let equal liberality, aided by increased school fees and by capitation grants, be exhibited in other

boys' schools. When such liberality has failed to produce the results which I anticipate from it, it will be time to fold arms for another decade of years, looking to Hammersmith for masters who are not forthcoming.

Other remedies.

Another arrangement, which would add comfort and respectability to a master's position, would be imitation of the recognised practice of other religious bodies, who generally provide teachers with suitable houses. If the master, thus housed, were willing to receive two or three of his apprentices, the interests of the school would be still further promoted, and in process of time the lists of Queen's scholars might be expected without trepidation. Individual managers of schools may take the steps now suggested. If, further, they would combine to establish in Lancashire, upon a moderate scale, a training college for masters, they would initiate a wise and beneficial measure. But apart from combination with others, any school manager may seek a tried master in Dublin, may give a sufficient and progressive salary, may furnish a house, may promote the settlement of apprentices in it; and, having done all this, he may justly require of master and apprentices an exact and punctual performance of all their duties, and may then rest assured that he at least bears no blame for the ill report of Roman Catholic boys' schools. If but two or three managers are incited to try the course sketched out, and should thus succeed in raising the character of their schools, I shall bear with patience the obloquy that is usually entailed by recommendations wearing the appearance of an attack upon the pocket.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY S. N. STOKES, ESQ.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, i.e. *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	101	52	69	35	17	8,202	11,557	8,357	9,501	29,922	80	295
Simple Inspection	28	6	12	3	16	806	1,393	676	728	2,203	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	9·1	10·93	11·44	12·19	11·52	10·4	9·74	8·9	6·65	4·69	2·86	1·58
Simple Inspection	4·79	13·7	14·38	6·85	15·07	10·95	10·28	11·64	7·53	2·06	2·06	·69

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	42·94	28·42	16·11	9·01	5·35	3·17
Simple Inspection	22·39	37·31	14·18	12·69	7·46	5·97

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 161 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	112	6	94	1	18	5	—	—
Writing	113	5	100	4	12	1	1	—
Arithmetic	112	6	92	3	19	4	1	—
Geography	110	4	83	2	27	2	—	—
Grammar	109	3	68	—	39	2	2	1
History	71	—	56	—	13	—	2	—
Music from Notes	27	1	22	1	5	—	—	—
Drawing	9	—	2	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	119	21	6	124	19	2	115	27	2	120	14	2	119	26	—	133	10	—	97	9	2
Simple Inspection	3	1	2	2	3	1	3	2	1	2	1	1	3	2	1	5	1	—	—	1	—

Summary *d.*

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 76* Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	199 16 8	2,906 15 3	3,077 5 4	796 8 0	6,980 5 3	0 9 7¾
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 76* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d.* relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	5,550 14 4	722 6 11	1,394 11 3	7,667 12 6	0 10 7¾	14,458
Simple Inspection	—	—	—	—	—	—

Summary *e.*

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants, and all professional sources of income) .	Annual Grants .	69 17 4	57 4 5	65 19 2	37 12 9	44 6 10	23 17 9
	Simple Inspection	—	45 0 0	—	39 0 0	—	—
Number on which average is taken .	Annual Grants .	37	10	34	25	4	15
	Simple Inspection	—	1	—	1	—	—
Number provided with house or rent-free .	Annual Grants .	13	5	18	13	1	6
	Simple Inspection	—	1	—	—	—	—

Summary *f.*

School Fees.

School visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in these Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence	Over Fourpence.
Annual Grants .	73	14,823	58·96	30·06	5·97	3·8	1·21
Simple Inspection	1	146	100·	—	—	—	—

* The number of Schools inspected during the year was 111; but from 35 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools*, J. REYNELL MORELL, ESQ., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* NORTH-EASTERN DIVISION *of* GREAT BRITAIN.

MY LORDS, York, January 1858.

DURING the interval which has elapsed since my appointment in March and the beginning of September 1857, I have been engaged in England and Scotland inspecting 41 places, containing 76 departments. The children in average attendance at those places amounted to 7,304, and those present at inspection to 8,519. I have examined 161 pupil-teachers, 35 candidates have been admitted, and 7 out of 12 female teachers examined by me at Glasgow for certificates were admitted by the Committee of Council.

A considerable portion of my time has been occupied by my journeys extending from Inverness to Sheffield, and covering a large space of ground. The most permanent centres of work in my district are Glasgow and the vicinity of Newcastle-on-Tyne. Indeed the former place will probably soon monopolize one-third of the work in my district, and even then there will be insufficient accommodation in the schools for a large part of the juvenile Roman Catholic population of Glasgow.

Though Newcastle itself has, at present, only two institutions, the neighbouring districts present a large number of schools, and two new Roman Catholic schools are about to be opened at Gateshead. Next to Glasgow and Newcastle the West Riding of Yorkshire requires most attention, and there is reason to believe that ere long the number of children attending our schools under inspection at Leeds, Bradford, and Sheffield will increase very largely.

FACTS OF SPECIAL INTEREST IN MY DISTRICT.

In the course of the present year excellent new buildings have been completed at St. Patrick's and St. Mungo's, Glasgow; St. Mary's, Newcastle; St. Mary's, Hull; at Stamfordham, near Newcastle; and at Selby. By the assistance of liberal grants from the Committee of Council spacious and commodious school-buildings are in course of erection and will soon be completed at St. Mary's, Sheffield; St. Patrick's, Bradford; St. Patrick's, Edinburgh;* and at Gateshead. Nevertheless, much remains to be effected, and the school-

* St. Patrick's school at Edinburgh is in course of enlargement rather than erection.

buildings in some places, such as Hartlepool, Doncaster, Falkirk, &c., require enlarging; whilst, in some cases, the erection of new schools is imperative.

The managers of several new schools propose to apply for Government grants in 1858. Amongst others I may mention the managers of Chapel Hall, Airdrie; St. Patrick's, Glasgow; two schools at Gateshead; Clifford, and Selby; St. Patrick's, Bradford; Keighley; and Gargrave. It is probable that several others will seek for grants in the course of next summer. But while enumerating these details of hopeful progress, I cannot disguise the fact that much remains to be done to meet the wants of the population in such places as Leeds, South Shields, Hartlepool, Sunderland, Dundee, and especially Glasgow. It is also with regret that I have to announce the withdrawal of St. Patrick's boys' school at Leeds, Hartlepool ragged school, and Leith Roman Catholic school from my list. This has resulted entirely from want of funds.

With regard to the comparative excellence of schools, as a general remark, the girls' schools are best, the mixed schools are next best, and the boys' schools the least satisfactory. Infants' and night schools are in many cases very good. Girls' schools of the first order occur at St. Mary's, Edinburgh; St. Mary's, York; St. Mary's, Hartlepool; and St. Andrew's, Newcastle. Darlington, Broughton, and Barnsley are excellent mixed schools; whilst the best boys' schools that I have visited are at Edinburgh, Sheffield, and York. The St. Andrew's boys' school at Glasgow promises also ere long to stand at the head of the list. Mr. Donlevy's school at Edinburgh is quite an exceptional case, constituting the first institution in my district, and probably one of the first primary schools in the empire. Nor can I overlook the Yorkshire Roman Catholic Reformatory, which, under its present direction, bids fair to be one of the most admirably conducted charitable institutions in the country.

Of infant schools that of St. Andrew's, Newcastle, cannot easily be surpassed; whilst those at St. Mary and St. Mungo at Glasgow, and of St. Catherine and St. Mary at Edinburgh, are everything than can be desired in instruction, moral tone, and religious influence.

The night schools at Glasgow and that at Bradford are the best in my district, and are quite admirable; I am happy to add also that many other of these invaluable institutions are rising in all directions. I cannot omit to give here a passing tribute of thanks for the kindness and courtesy invariably extended to me by managers and teachers, and of my admiration of the self-denial and devotion of those excellent persons in a calling which is in many cases all sacrifice.

General Survey.

It would be premature in me to offer many strong opinions on the state of my district without more experimental and individual means of comparison. Nevertheless, it would be injudicious to pass over certain points in silence, and a comparison of the existing state of one part of my district with another without retrospective judgment, is not only admissible but desirable. The following are a few of the general conclusions to which my brief experience has led me, together with some of the principal matters brought before my notice by managers, and which I beg to submit without offering any further opinion on the subjects.

1. The first obvious impression that I have received is that of the extreme poverty of a large part of the children inspected by me, more especially in Scotland. It is this state of things which has led many of the managers to suggest the advantage of uniting an industrial to the intellectual department of the schools.

2. It is impossible to overlook the general superiority of the girls' and infants' schools over the boys' schools, a fact to be attributed to the superiority of the ladies in charge of many of the former departments. On the other hand, mixed schools, though under male teachers, are often very good.

3. I have to report without comment a frequent complaint of managers relating to Roman Catholic factory children in the cotton-spinning districts. They represent that a large part of the Roman Catholic children between the ages of eight and sixteen are exposed to a compulsory attendance in Protestant half-time schools belonging to Protestant mill-owners. The parents of such children are required to pay weekly pence for their attendance in those schools; if the pence are withheld, the children are dismissed from the factory, and, moreover, though the children should not attend those schools, this tax on the parents prevents them from sending their children to any Roman Catholic schools. Accordingly, as was remarked by one of my colleagues in a previous report, almost all the pupils in our schools are virtually infants and adults.

4. In Scotland my attention was particularly directed to the great benefit that would be conferred by the extension of the capitation grants to Scotch Roman Catholics. This opinion would appear to have some foundation, if we bear in mind the very difficult position of the Roman Catholic clergy in Glasgow, a city inundated with poor Irish, whose spiritual, intellectual, and physical wants have to be provided for by a clergy numbering only eighteen persons, and not by any means rich. As my Lords have decided to give greater latitude to

the interpretation of certain of the Minutes in large poor and populous districts, as the Roman Catholic population generally consists largely of a class more indigent than the great majority of the lower orders of other denominations, and as it is impossible to meet the difficulties of the case in Scotland without some modification of existing regulations, it may appear expedient to extend the provisions of the capitation aid to the Roman Catholics in Scotland, and to interpret some of the Minutes with somewhat more latitude in other cases, so as to suit the abnormal and exceptional nature of this state of things. When I state that the Roman Catholics in Glasgow exceed 100,000, that they are almost exclusively poor, and that the Roman Catholic clergy there do not exceed eighteen, it will be obvious that their charity and exertions cannot meet the evil without the application of extraordinary aids.

Taking a broad survey of my district, and for want of longer experience, comparing it rather with what I have read than with personal observation, I am happy to conclude, that whilst many deficiencies are a matter of regret and more of remedy, there is much to commend and admire, and that with a proper allowance of time, energy, and judgment the future is full of promise for the schools under my inspection.

I have the honor to be, &c.

J. REYNELL MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS FOR 1856-7, ON SCHOOLS INSPECTED BY J. REYNELL MORELL, ESQ.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, i.e., *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	36	22	24	12	11	3,733	4,507	3,330	3,924	10,830	39	161
Simple Inspection	5	1	3	1	2	105	174	—	—	609	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6·73	10·32	11·51	12·83	11·91	12·46	10·39	8·92	6·21	4 49	2·56	1·68
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	44·37	24·15	14·05	9·54	4·54	3·25
Simple Inspection	—	—	—	—	—	—

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 63 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading . .	51	—	51	—	—	—	—	—
Writing . .	50	—	49	—	1	—	—	—
Arithmetic . .	51	—	51	—	—	—	—	—
Geography . .	50	—	50	—	—	—	—	—
Grammar . .	51	—	51	—	—	—	—	—
History . .	23	—	23	—	—	—	—	—
Music from Notes .	6	—	6	—	—	—	—	—
Drawing . .	—	—	—	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	50	12	—	59	3	—	60	2	—	55	2	—	58	4	—	62	—	—	57	—	—
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

SUMMARY *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 35* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	133 13 7	1,375 6 3	1,231 18 11	369 8 7	3,109 7 6	0 9 1½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 35* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	2,575 0 8	273 7 11	860 7 11	3,713 16 6	0 10 11¼	6,783
Simple Inspection	—	—	—	—	—	—

SUMMARY *e*.

Salary of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 78 0 1	£ s. d. 52 2 6	£ s. d. 63 7 4	£ s. d. 47 1 9	£ s. d. 42 10 0	£ s. d. 31 10 0
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants .	24	3	13	11	2	4
	Simple Inspection	—	—	—	—	—	—
Number provided with house, or rent-free	Annual Grants .	12	—	5	8	—	2
	Simple Inspection	—	—	—	—	—	—

School Fees.

SUMMARY *f*.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	30	5,678	51·43	33·13	10·9	3·64	·9
Simple Inspection	—	—	—	—	—	—	—

* The number of schools inspected during the year was 41; but from 6 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools*, E. WOODFORD, Esq., LL.D., *on the Schools connected with the* ESTABLISHED CHURCH, *and other Schools inspected by him in the* MIDLAND DIVISION *of* SCOTLAND.

MY LORDS, Edinburgh, 9 January 1858.

THERE are several points connected with the inspection of schools on which it is most desirable that committees of management, or the correspondents on their behalf, should bestow a little more attention. Attention of managers required.

1. It is still often omitted to intimate at the time the appointment of a new teacher on whose account a grant in augmentation of salary is desired, as if this should follow simply because the new teacher is certificated, and the school may have been already under inspection; and thus the teacher not only loses (according to the existing rule) any grant for the broken year at the school which he has left, but may be a year, or even more, at the new school without one. I have formerly called attention to this hardship as one which it should not be impossible, as it is certainly most desirable, to have remedied in some way. All certificated teachers, and successful candidates, on the intimation of their passing, are specially instructed, that in every new appointment to a school a specific application from the managers is necessary to their being credited with a grant, and that this grant will run from the beginning of the month after such application has been received at the office. The managers, after being specially informed on this point by the teacher, and, thereupon, undertaking to do what is necessary, are no doubt morally, and, I presume, also legally bound to make up whatever loss may be occasioned to him by their delay; but for him to insist on their doing so would place him in a peculiarly undesirable position. The omission on their part is purely one of oversight. I have heard ignorance of the form of application pleaded in excuse, though no particular form is, in the first instance, required; and the correspondent waits for the inspector's visit, believing that this explanation will be accepted and make all right. It would obviate all difficulty if teachers could be supplied with a form of application for their augmentation, to fill up and get signed by the managers, as the completion of their appointments. Loss occasioned by delay to ask grant for new teacher.

Oversights in Form IX.

2. The entry of the "income and expenditure," on the face of Form IX. is very often erroneous, from pure inattention to what is required, and particularly from omitting to read the

Salary.

note explanatory of what is meant there by "salary of teacher," an expression which, in Scotland, is usually applied exclusively to the fixed sum, whether from endowment or stipulation, which is annually paid to the teacher independently of school fees &c. A fixed or stipulated allowance to the teacher is often, as such, entered under the head of "endowment," instead of "voluntary contribution." It does not always appear to be understood that the thing wanted is,

Income and expenditure.

on the one hand, the ordinary income, from all sources, for the maintenance of the school, and, on the other hand, the expenditure of this income in the remuneration of the teacher and otherwise. It is often supposed that it is the teacher's "income" that is required, and this is stated as endowment or voluntary contribution and school-pence; the former being repeated in the second table as salary, on account of there being a heading for it; but there is no "expenditure," as the teacher expends nothing on the school, the cost of school fuel being usually defrayed by a collection from the children.

Irregular signature.

3. The object and importance of the entries in the way of certificate throughout Form IX. are often entirely overlooked, and I have known this form to be handed to the teacher blank, but already signed, for him to fill in whatever was required. This implies perfect, and often, no doubt, well-grounded confidence in the teacher, but it is most irregular

Evil.

in form, and there occasionally arises from it one great evil, which is rarely observed or suspected till it be too late for remedy; namely, an irregularity in the time and attention specially engaged to be devoted daily to the instruction of the pupil-teachers. This irregularity, however the teacher may think that he compensates or more than compensates for it, by giving some extra time immediately before the annual examination, generally reveals itself in shortcomings in the exercises, which bring down admonitions, warnings, and occasionally loss of stipend, upon the pupil-teachers. Then arise recriminations, which it is impossible to dispose of satisfactorily. Some cases of loss of stipend which I have at present in view arose not immediately from the badness of the papers, which has never been the cause without a year's warning, but from copying or communication as the result of conscious inability to proceed at all with one portion of the exercises.

Statement by pupil-teachers.

At the last examination for Queen's scholarships the paper on school management gave the candidates an opportunity, though there was another object for the question, of remarking

upon the time allotted by the teachers to their instruction. In the great majority of cases an hour and a half, the full time, is stated to have been given, without any remark implying irregularity, or any change, except for summer and winter; and in not a few cases, it appears to have been extended to two hours or more. There are, however, some cases of an opposite kind, and I am bound to say that my observations, in the course of inspection in these cases, incline me to accept the statements made by the writers as substantially accurate. I may quote two of these cases (a girl's and a boy's), remarking that they are by much the worst of them:—

(*a*) "We, pupil-teachers, were allowed half an hour in the morning, before the school opened, to question one another on any subject selected by the teacher, she being not present with us in the mornings, only ourselves. Sometimes we received part of our lessons in the evening after the school was dismissed, but in general our lessons were heard during the hours that the monitresses received their lessons."

(*b*) "Any hour [for instruction] could be given during summer, without much disadvantage to any party; but in winter, when the school was better attended, after school hours was the best time. I have scarcely received any private instruction, but had plenty time to study at home, and also in school on account of the fewness of the scholars."

General Reports not seen.

4. I continue to receive numerous complaints from teachers that, though they get copies of the tabulated reports, they never see the general reports. This, I presume, must arise in the great majority of instances from the omission of the correspondent to put them in circulation; but there are cases of managers stating that they do not now receive these reports as formerly. It may not yet, however, be fully known that by a recent regulation copies of the volumes containing the Minutes of Council, and the general reports of the inspectors, are not now sent to individual managers of schools as such, but to the official correspondent, to be by him placed in a school library, or otherwise made available to all the teachers under inspection as well as the managers generally.

Defects in the Teaching of Grammar and Arithmetic.

Grammar and arithmetic are the most effectual means of early intellectual training, and the two great pillars of the secular part of instruction; yet it is in the elementary teaching of these in nearly all our ordinary schools, and indeed in most others, so far as I have seen, that the most important, most obvious, and most easily effected improvements remain still to be made. And so much am I impressed with this conviction, that I have not hesitated to devote a portion of my general report to the subject in several successive years. In grammar something, but I think not the best thing in all respects, has been done. A system of the analysis of sentences has been pretty generally introduced, which, whatever im-

Grammar.

provement it might work out in the upper class of schools where the children are kept sufficiently long to be familiar with it, seems to me much too cumbrous and technical for elementary teaching in those for the children of the poorer classes, whose parents not unfrequently object to their getting grammar at all, and often remove them before they are sufficiently familiar with the terminology to profit by this mode of imparting it. In the master it has a very learned appearance, before the generality of his visitors, to speak of *subject* and *predicate*, while meaning nothing more than their familiar *nominative* and *verb*, and thus unnecessarily altering the well defined and long established application of the two logical terms, and necessitating a distinction between "*the predicate*" as one thing, and "*the complete predicate*" as another.

Order of parsing.

Now, in every instance, though they are not yet many, in which the plan of parsing in the order of the meaning, going from each word to that with which it is immediately connected, as suggested in former reports, has been correctly and steadily carried out for a time, the result is most satisfactory. The exercise becomes not only agreeable but exciting, and the development of the child's mind is soon very perceptible. The absence comparatively of any machinery or apparatus requires more the constant attention of the teachers, because there is nothing but the chain of thought, clear and simple as that may be, to determine the next step; whereas, by the old plan of parsing in the order in which the words occur in reading the sentence, or in deviating from this according to certain technical rules regarding adjuncts, prepositional clauses, &c., the machine will go on without such constant watching, and hence the plan here and formerly proposed, apart from dislike to change from fixed habits, may, on a short or partial trial, be less attractive than many others. Its simplicity, however, does not preclude, but rather suggests the division of compound sentences into principal and explanatory clauses, by requiring all the words in one to be parsed, as forming a more intimately connected part of the sentence, before proceeding to another, and that being taken first, and as principal, which would form a complete sentence independently of the others. The whole application of grammar becomes thus simply and directly an exercise on the meaning of the passage, and most desirably halts whenever the thread of thought is lost.

Neglect of participles.

In the details of parsing the most general defect arises from disregard to the participles beyond simply naming them, and either entire ignorance or very indistinct views of the several meanings and constructions in which they may be employed. Thus in the sentence, "*I was engaged in writing a book*," which I have proposed in a great many schools, when the par-

ticular use of the form in *ing* occasioned a difficulty, I do not remember that in any instance I got all the words correctly and syntactically parsed at once. If "*writing*" was made the participle, "*in*" must govern "*book;*" or if "*in*" was made to govern "*writing,*" which in that case was viewed as a noun solely, "*book*" must be the nominative after "*was.*" Now, by calling attention to the immediate connexion of the words in meaning, with the assurance that the same must be their connexion in grammar, all these and similar errors were soon repudiated, and there remained only the staggering inconsistency, as it generally appeared to the class, of making the word "*writing*" occupy the position of an objective to "*in,*" while still retaining power as a verb to govern "*book.*"

In arithmetic there still prevails almost universally the very great fallacy of taking the number of rules gone over for the extent of progress made in the subject. So much is this the case, that in taking down the numbers in the several sections of a school, when I get eight or ten in the "higher rules," which include those who have gone over proportion, simple and compound, interest, vulgar and decimal fractions, and are usually at the time working square and cube root, I generally keep such a class in view as one that is most likely to fail in some very simple question. To enable myself to speak quite positively on this point, I resolved to give one exercise, the same in all such cases, and the following was fixed upon:— "*What is the price of three-fourths of a boll of potatoes, if two-thirds of a boll cost* 6*s.* 8*d?*" Simple as this question is for a class professing so much, it proved fatal in at least four cases out of five. Another was yet more fatal, but there was in this case the excuse that questions of the kind, however simple, are now usually reserved for algebra, and accordingly it was solved almost by those only who were or had been in that branch; namely, "*At an election there were* 5,050 *voters, and* 2 *candidates. Now, at the close of the poll the successful candidate had a majority of* 60 *votes; how many voted for each?*" This was sometimes solved as a question in the "rule of *three.*" The usual solution of those who did not fall into this absurdity, and who would venture on any exercise at all, without determining 'what rule it is under,' was to divide the number of voters by 2, and then add 60 to the one half, sometimes subtracted from the other, and sometimes not. Arithmetic.

Very few classes indeed, whatever their progress over the book may be, can stand a very sifting examination on the principles of reduction. Yet this should be exceedingly easy, if these principles had been at any time thoroughly under-

stood. The same may still be said generally of proportion and of fractions. Yet I would not be understood by these remarks to say, that universally grammar and arithmetic are ill taught. There are instances in which they could hardly be better taught, but these are the exceptions, and their number is increasing much less rapidly than I had anticipated.

Other branches.

Of the way in which the other branches are taught, generally, I have little at present to add to what I have formerly advanced. Some cases of chest disease have drawn my attention more particularly to the posture in writing, which, in many instances, cannot fail to be exceedingly injurious. Yet after the first lesson I have rarely seen masters paying attention to anything beyond the position of the fingers and wrist, and sometimes of the paper, and even that is often left to accommodate itself to the growing habit otherwise.

Errors in school books.

It is much to be regretted that in the ordinary and most popular of our school-books important errors, in fact or in principle, are allowed to run on from one edition to another uncorrected, and not being palpable, are adopted by the master, inculcated on the pupil-teacher, and so indefinitely propagated. In M'Culloch's Series of Lessons, page 50, there is a favourite lesson on "The Structure of Birds," which contains the following passage:—"*A certain degree of thickness "is necessary to give strength to the bone, according to the "size of the bird; but it is found that a hollow bone is as "little liable to break as a solid one of the same thickness,*" with more to the same effect. This is received and taught as literally and absolutely correct, so much so that I have never heard any master qualify or explain it in any way, and I have generally been stared at for calling it in question in the course of examining on the subject of the lesson. Yet when it is put to the class, they hesitate to say that a pump is as strong as the log was before being bored, or that it would not be strengthened by filling up the bore with a pole. But clearly they ought to hold this, according to the doctrine of the passage above quoted. Now, it would have been just as easy to state the beautiful and striking, but at the same time most simple and intelligible truth, that though a hollow bone is not so strong as a solid one of the same *thickness* (or diameter), it is stronger than a solid one of the same *weight* of material, because it has a greater diameter, and that thus, without any additional weight, additional strength is given to the skeleton of the bird, and to the stems of its feathers, which, in the wings in particular, require to be very strong. Upon the authority of the passage quoted, thousands of children annually have their minds impressed with an erroneous, and

consequently unintelligible or mysterious view of this proof of design in the works of creation.

There is another and a yet more uniform error, both in books and in teachers, though it relates to a subject which is much less frequently discussed, namely, the cause of the second tide, or that which is on the side of the earth that faces from the moon. In all the schools that I have visited, of whatever class, where the subject of the tides happened to turn up, they were explained by saying that the moon attracts most the water on the surface nearest to it, and so that is raised, and next the solid body of the earth more than the water on the other side, and so the latter is left behind. Now, it should seem pretty plain that, on the principle of the greater attraction merely, the mass of the water, except that forming lakes, should be on the one side or the other of the earth with reference to the moon. Attraction, however, is not here the only power in operation. The important fact has been here overlooked, that, on the principle of gravitation, the moon would not describe its monthly circle round the centre of the earth as relatively a fixed point, but that both these bodies must be simultaneously describing circles round their common centre of gravity; that, consequently, there must be a centrifugal force (from this point which is near the earth's surface), that exactly balances their mutual attraction, and that this must be the real cause of the tide on the off-side of the earth. I have never, however, offered this explanation without finding every authority and universal traditional instruction quoted against me. I am aware that this is not the place for theoretical discussion, nor should I make it so even to this brief extent, except as the most effectual, if not the only very available means for readily securing the attention of the teachers on my list to any error, as it appears to me, that their instruction is the means of propagating.

Pupil-teachers.

Defects continued in pupil-teachers.

As the teacher naturally reproduces himself to a great extent in the school, he may be expected to do so to a much greater extent in the training of his pupil-teachers. I have found the prevailing defect in the school to be generally the prevailing defect in their exercises also.

Instances.

In the details of common school parsing I found, as already mentioned, that there is little acquaintance with the various uses and constructions of the participles; and among the exercises of pupil-teachers,—of boys in the third, fourth, and fifth years, and of girls in the fourth and fifth years,—at the largest collective examination that I ever held, I gave the following:—"*Explain particularly the two participles, showing their*

"*several uses, in what they are alike, and in what they* "*differ.*" The great majority of the attempts to solve it proved entire failures. A considerable number were right in so many of the points, and wrong in as many others; and among the nearer approximations, there was just one all but entirely right.

I have for many years complained that, though the rule of three is taught and applied with various degrees of success to questions that are known to fall under it, the principles or proportion, beautiful, simple, and important as they are, very rarely receive their due share of attention. They may be taken up at first when the rule is introduced, but speedily practice alone prevails, and that not in *proportion*, but in the "rule of three." The following question was put at a large collective examination:—"*When are four numbers said to* "*be proportional? Are* 19 : 45 :: 171 : 432 *so? Explain* "*your answer?*" To this no perfect answer was received, though a good many understood that the terms of a proportion can be stated fractionally, and as divisors and dividends. The following answer from an average boy in a very good school will illustrate the confusion of thought and expression arising from a fruitless effort to recall subjects, which, though once introduced, had not been kept up, or perhaps even once resumed:—"*Four numbers are said to be proportional when* "*each of them can't be divided by itself and no other number.* "19 *is right, but* 45 *is not proportional, neither is* 432, *but* "171 *is proportional.*"

Map drawing continues to be very rough. There is a general resemblance to the great outline, but even the principal features are almost all distorted, and the smaller ones are generally overlooked as if they were entirely unknown.

Some attention appears now to be paid to punctuation, but it is still exceedingly defective.

The papers generally do not show that spelling is specially studied with any principles that are applicable to classes of words, or in compounding with affixes, &c., but rather that it is left to practice in teaching and writing.

The general merits of the papers produced at the several main centres of examination are much the same, except that those in Perth were so decidedly below the general standard that, after they were revised, I took an opportunity of again meeting the pupil-teachers collectively to put them into their hands in the presence of the teachers; and I have reason to hope, from what passed, that the next set will be greatly better.

General Examinations.

Numbers at general examinations.

The general examinations intrusted to me to be held in June last were the most numerously attended of any that I believe have yet been held in Scotland. The male candidates consisted of 47 candidates for Queen's scholarships, 33 first year students, 25 second year students, and 33 teachers; in all 138. The female candidates consisted of 62 candidates for Queen's scholarships, 35 first year's students, 16 second year's students, and 10 teachers; in all 123. Great as these numbers were, I have reason to believe that, from the size and arrangements of the room, and the vigilance which, with assistance, I was able constantly to exercise, there could be no instance of communication between one candidate and another. I regret, however, to record that there was one instance of attempting to copy from a paper, which the candidate took from his pocket as containing a supply of pens. I observed and secured it before the exercise was commenced, but the usual penalty was nevertheless inflicted. I may mention here that I know of only one other instance of misconduct of the kind during the year. It occurred at one of the collective examinations of pupil-teachers, and was made the subject of a special report. The offenders in this case had been otherwise exceedingly well-conducted. Persons of the highest influence in the place moved by petition and otherwise on their behalf, and, in the circumstances altogether, I felt justified in recommending the case to favourable consideration. Still it was declared that the rule must be inexorably adhered to, as purity at the examinations must be maintained at all hazards. I have thought it right to mention these facts here as the most effectual warning that can be given on the subject.

Attempt to copy.

Revision of papers.

Of the papers worked at the general examinations in June, those on school management for candidates for scholarship, school management for first year males, religious knowledge for first and second years females, geography, Latin prose, and Latin verse for second year males, and Gaelic for first and second years males and females, were entrusted to me for revision. The results of this revision, as collected from carefully noted details, are exhibited in the four following tables, in which the five examinations, namely, two in Edinburgh, two in Glasgow, and one in Inverness, are represented by the letters A, B, C, D, and E, but in an order that was taken quite at random. The Rector, however, of each training college will readily recognize his own.

TABLES showing the RESULTS of the GENERAL EXAMINATIONS in June and July.

I.—CANDIDATES for QUEEN'S SCHOLARSHIPS.

Examination.	Paper on School Management.								Paper on Music.								Specimens of Copy-setting.								Errors in Spelling.	
	Males.				Females.				Males.				Females.				Males.				Females.				Males.	Females.
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Average Number of Errors in Spelling to each Candidate.	Average Number of Errors in Spelling to each Candidate.
A.	–	8	17	24	7	10	7	7	3	2	2	5	1	7	5	6	–	15	12	24	–	9	9	13	1·780	1·613
B.	3	5	1	8	5	5	1	11	1	–	–	1	1	1	3	3	2	8	3	4	–	4	10	6	2·412	2·454
C.	3	20	8	15	3	21	16	31	1	2	–	1	3	6	13	5	1	11	16	16	–	18	21	22	1·804	2·152
D.	2	6	2	5	2	7	1	5	1	–	1	2	2	3	1	2	–	8	6	1	–	2	8	5	2·266	3·066
	8	39	28	52	17	33	25	54	6	4	3	9	7	17	22	16	3	42	37	45	–	33	48	46	—	—

II.—MALE STUDENTS and TEACHERS.

Examination.	Paper on Gaelic.								Paper on School Management.								Specimens of Copy-setting.								Errors in Spelling in School Management Paper.	
	Students, 1st year.				Teachers.				Students, 1st year.				Teachers.				Students, 1st year.				Teachers.				Students, 1st year.	Teachers.
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Average Number of Errors to each Paper.	Average Number of Errors to each Paper.
A.	1	–	–	1	–	–	–	1	1	17	9	5	–	11	2	2	3	9	12	8	–	1	2	12	2·562	1·866
B.	–	–	–	3	–	1	1	–	4	13	4	4	1	4	3	3	1	8	9	6	–	2	6	3	2·246	1·083
C.	1	–	1	1	–	–	–	3	7	16	5	5	3	21	7	1	1	7	14	11	–	8	14	10	·515	1·000
D.	–	–	–	1	1	–	2	1	5	18	3	–	1	19	5	2	–	8	14	3	1	4	14	5	1·269	·77
E.	–	–	–	–	1	–	–	3	–	–	–	–	3	9	3	–	–	–	–	–	–	4	9	2	—	·866
	2	–	1	9	2	1	3	8	17	64	21	14	8	64	20	8	5	32	49	28	4	19	45	32	—	—

III.—Male Students—2nd Year.

Examination.	Geography.				Latin Prose.				Latin Verse.				Gaelic.				Spelling.		
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Average Number of Errors in spelling Words, not proper Names, in each Paper.	Average Number of Errors in Spelling proper Names in each Paper.	Average Number of Mis-spellings in each Paper.
A.	1	5	6	13	–	2	1	4	–	–	1	6	–	1	–	2	3·840	0·960	4·800
B.	–	2	1	16	–	–	1	3	–	–	–	4	–	1	2	1	2·684	1·105	3·789
C.	1	4	6	14	–	2	3	5	–	1	2	7	–	–	–	–	3·000	0·760	3·760
D.	–	–	6	11	–	–	–	–	–	–	–	–	1	–	–	–	4·118	1·058	5·176
	2	11	19	54	–	4	5	12	–	1	3	17	1	2	2	3	—	—	—

IV.—Female Students and Teachers.

Examination.	Paper on Religious Knowledge.												Specimens of Needlework.								Errors in Spelling.		
	Students, 1st Year.				Students, 2nd Year.				Teachers.				Students, 1st Year.				Students, 2nd Year.				Teachers.		
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Average Number of Errors to each.	Average Number of Errors to each.	Average Number of Errors to each.
A.	10	13	6	5	14	7	–	–	1	1	–	–	14	–	10	10	7	–	6	7	2	–	–	–	12·294	10·285	1·500
B.	3	15	12	9	3	10	1	–	–	–	–	1	12	–	10	12	9	–	–	4	1	–	–	–	5·102	5·071	4·000
C.	9	17	6	3	7	9	–	–	–	7	1	2	25	–	9	1	6	–	2	6	6	–	1	2	9·571	7·125	12·800
D.	1	9	7	1	6	6	–	–	–	8	2	–	15	–	1	1	10	–	1	1	8	–	–	2	7·277	9·416	3·400
	23	54	31	18	30	32	1	–	1	16	3	3	66	–	30	24	32	–	9	18	17	–	1	4	—	—	—

The most satisfactory and striking fact on the face of these tables is the progress made by the second year's students, as compared with those of the first, in the paper for females on religious knowledge, which is the same for both, except that those of the second year have a wider option in the selection of the more difficult questions given in the supplement. It will be seen that all the second year's students, except one, are *very fair* or *good*, whereas of those of the first year con- Religious knowledge.

Needlework. siderably more than a third are only *fair* or *under fair*. There is not the same evidence of progress in needlework, in which the teachers are naturally superior to the students, as having had more practice.

School management. The table of male students and teachers on school management gives a result that might have been anticipated, namely, that, speaking from experience, the great majority of the teachers are *fair* or *very fair*, while of the students, as the result of lectures and examinations on the subject, a greater number of answers are *good*, while at the same time a greater number, having failed to profit equally from oral instruction, fall below *fair*.

Latin. The table of male students of the second year indicates a perceptible improvement in Latin, as compared with the results of last year's examination. Still it will be seen that the great majority of the papers are under *fair*, and that none attain to *good*.

Gaelic. In the Gaelic papers there is no appearance of progress in that knowledge of the idioms of the language, which would enable the teacher to instruct Gaelic-speaking children in English with any peculiar advantage.

Copy setting. The specimens of copy setting are throughout much under what they ought to be. Of the female candidates for scholarship a full third are under *fair*, and none attain to *good*. The male candidates are perceptibly better only in so far that about 2½ per cent. have attained to *good*. The teachers and the students of the first year are pretty nearly on a par.

Spelling. If the specimens of penmanship are below what is desirable, the spelling is much worse, and it is remarkable that the average number of errors made by male students of the second year is greater than by those of the first, which would seem to indicate that the second year's students, being more engaged in advanced studies, have little or nothing in the way of special exercises for their improvement. The teachers have here a decided superiority, arising in part, no doubt, from their greater amount of practice in teaching.

The following may suffice as a specimen of some of the worst errors that occur:—"*Alloted, accross, begining, cuting,* "*dicipline, excercises, floaging, iniatates, juniour, lieing,* "*misspronounciation, minnium* [minim], *possition, possiable,* "*seatted, tripple, caucious, peacable,* &c."

Syllabifications. Since the old mode of pronouncing the first syllable after spelling it, and repronouncing it from the beginning with every additional syllable, was abandoned on account of the loss of time, many have fallen into the opposite error of altogether neglecting syllabification in exercises in spelling, though it

would be perfectly easy to mark the end of each successive syllable by a perceptible pause before commencing the next; and I have no doubt that we may fairly attribute to this neglect, not only the errors which are very common in dividing words at the end of a line, but also much of our present inaccuracy in spelling.

Division of syllables.

The following are a few specimens of the division of syllables at the end of a line, the part after the hyphen being carried to the next line:—"*whic-h, aga-in, nq-mes, l-ess, sc-hool, le-ft, w-ould, thos-e, p-laces, mak-es, m-ust, schoo-lhouse, appl-ied, whi-ch.*"

Causes of delay in reporting.

Owing to particular circumstances connected with the division of my former district, and the additions made to my remaining share of it, there has been a very considerable number of cases both of inspection and of reference for special report which it has not been in my power to meet within the expected time; and, independently of the absence of assistance for nearly half a year, some deviation of the dates of actual inspection from those at which inspection is due would have been for a time inevitable, because many of the dates in the old portion of my present district happen to coincide with those in the new portion, while it was impossible to arrange for an immediate change in the district time-table. The explanations and temporary arrangements that were thus rendered necessary have added very materially to the usual amount of my correspondence.

The settlement of the question regarding the time for the general examinations in Scotland will enable me to submit with less hesitation a revision of my inspection time-table, of which the registered dates have so long required to be accommodated to the practical changes occasioned by the constantly increasing number of cases, and the consequent subdivisions of district.

Progress of inspection.

The progress in Scotland of inspection under the Minutes of the Committee of Council on Education may be best illustrated by reference simply to the fact that in 1850 there were only two Inspectors for the whole country, and now there are eight, besides the partial employment of a ninth. Four of these are in connexion with the Church of Scotland.

I have the honor to be, &c.

ED. WOODFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY E. WOODFORD, ESQ., LL.D., AND D. MIDDLETON, ESQ.

SUMMARY *a.*

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions*, held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	286	23	41	20	237	15,247	12,817	15,324	12,028	31,770	179	482
Simple Inspection	38	9	10	4	23	1,648	1,088	223	130	312	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	2·27	5·7	9·25	11·63	12·04	12·15	11·52	10·95	8·47	7·13	4·66	4·23
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	33·16	22·84	18·17	11·65	7·57	6·61
Simple Inspection	—	—	—	—	—	—

SUMMARY *b.*

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 343 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	283	14	280	12	3	2	—	—
Catechism	277	14	274	13	3	1	—	—
Reading	279	18	270	16	9	2	—	—
Writing	276	15	273	14	3	1	—	—
Arithmetic	277	15	253	13	24	2	—	—
Geography	269	15	260	13	9	2	—	—
Grammar	264	14	231	12	33	2	—	—
History	43	7	43	5	—	2	—	—
Music from Notes	23	1	22	1	—	—	—	—
Drawing	18	—	18	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	278	16	5	292	6	–	257	30	1	273	3	2	277	21	–	296	5	–	293	1	–
Simple Inspection	26	3	1	26	2	–	15	10	–	12	–	2	20	7	–	23	2	–	1	–	–

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 237* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	5,275 11 8	4,769 17 8	10,059 14 7	1,738 11 10	21,843 15 9	0 17 9
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 237* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	17,807 11 8	735 12 9	4,252 17 5	22,796 1 10	0 18 6¼	24,508
Simple Inspection	—	—	—	—	—	—

Summary *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants	£ s. d. 93 14 4¼	£ s. d. 75 19 2½	£ s. d. 54 0 10½	£ s. d. 37 14 4½	£ s. d. 50 16 0	£ s. d. 29 5. 8½
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants	130	76	44	18	4	7
	Simple Inspection	—	—	—	—	—	—
Number provided with house, or rent-free	Annual Grants	93	56	30	10	2	3
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 324; but from 87 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	213	24,087	20·19	36·15	27·54	9·03	7·09
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools,* JOHN GORDON, Esq., *on the Schools connected with the* CHURCH OF SCOTLAND *inspected by him in the* SOUTH-WEST *of* SCOTLAND.

MY LORDS, Edinburgh, December 1856.

A RECENT arrangement of districts assigned, as the sphere of my duty, the six counties in the south-west of Scotland, from Lanark to Dumfries inclusive; to which bounds my occupation was accordingly confined during the last year.

The schools inspected were 205 in number, each distinct in respect of teacher, pupils, and management,—distinct, indeed, in all points; and in this number are included all schools of the district, which receive annual aid, as well as some which are not so aided.

In connexion with this enumeration, these particulars may be noticed:—1. The annual aid has been distributed among the different kinds of school as follows:— Description of inspected schools.

To Parochial schools	48
„ Burgh	6
„ Sessional	37
„ Subscription (Assembly included)	74
„ Privately endowed	5
	170

2. The whole class of Adventure schools throughout the district remains unaided, though, as noticed in a former report, they are admissible to aid, on fulfilment of the usual conditions, and on application by the Presbytery of the bounds. 3. Thirty-five of the schools were inspected though unaided,—they having sought or welcomed inspection, either as likely to bring some benefit in itself, or as preliminary to an application for aid. 4. The unaided schools, which received inspection, by no means include all within the district known to desire inspection, or known to be much disposed to accept it. It is certain, indeed, that simple inspection is more extensively desired than annual aid is sought, the conditions being so much simpler. Nor is the wish for mere inspection confined to those who would have local, denominational, ecclesiastical managements to cease, but extends to those, who would retain such managements,—supplementing them with an inspection more public, more removed from local influence, and perhaps attended with other advantages. 5. It may be further noticed, that the number of schools annually aided and

inspected for the first time, during the last year, was 41; and of schools not so aided and then inspected for the first time, 35.

Repeated reports.

Adverting to the not very large number of schools that came under view for the first time, during the last year, it may possibly be supposed, that what was said of the inspected schools on former occasions may be tolerably applicable to the last year's inspection, and that any renewed report is not necessary. On this point I remark, 1. That of 128 schools not inspected for the first time, 25 were, on the last occasion, under the charge of new masters; that number may, therefore, be considered as virtually new. It seems, indeed, that change of place has of late been frequent among teachers in a very remarkable degree. Of this another instance may be mentioned: the Education Committee of the Church of Scotland maintain 180 schools, mainly in those outlying parts of Scotland which are not well reached by the ordinary provisions for elementary education;—within the last five years, these schools have received no less than 163 new masters. And how have these changes come to pass? Partly at the instance of the managers; but far more, of the teachers' own free choice in the act of resignation. On the one hand, the managers, partaking the common interest in the improvement of education, seek for abler teachers, probably by raising the inducements; and teachers, to meet this demand, are supplied from the training college, or they present the Government certificate. So qualified, they are naturally more ambitious than they otherwise would be, and they are not satisfied with the first step in their career, nor with the second. The tendency of all this is, to advance instruction in the end, but in the meantime the disadvantage to the school is considerable; and perhaps, it receives less benefit from the several trained or certified masters whose stay has been so short, than it might have done from the longer and steadier services of others of less pretensions. But supposing that none of the schools here referred to were either really or virtually new, and that all had been inspected and reported in a former year, it is certain that the lapse of twelve months must have brought considerable changes in their condition. I am happy to state that very many of them have sensibly improved, in the course of the last year; and that very few of them have sensibly declined. When they have improved, it is remarked that often they have improved in one or two points only, on which the master's skill or knowledge had been at fault; but, when they have declined, it is generally in all points—for the decline is primarily in the master's energies or disposition, which affect, of course, in nearly equal degree, all parts of his work.

2. Of a certain number of the schools it cannot be said that

they have either very sensibly improved, or very sensibly declined. It is not a very considerable number; but even if the whole 205 were in that stationary condition, I would suggest an apology for still presenting an account of them, year after year, as not necessarily superfluous. It is this:—There are various points of view from which a school is wont to be observed; and to one of these the observation is probably confined, throughout the whole of any single occasion on which the school is under view. For example, the appointments, which form the material support of the school, are considered; the accommodations may be such as, almost perforce, to have a good or bad effect upon the school practice; and the income may be such as to afford a presumption favourable or unfavourable of its merits. How often, indeed, does it form the main point of an educational inquiry, to ascertain what amount of advantage the master enjoys in respect of emolument, as if that gave the key, not merely to the rank, but to the merit of the school! Again, in certain circumstances, a school is very fairly judged by its success in attracting pupils; a criterion not to be relied upon in all circumstances, but not altogether fallible, considering the usual power of good teaching to induce a large and constant resort. Farther, it is supposed that much of the efficiency of a school depends on the particular mode of management under which it is placed; and so the mode of school management becomes a matter of much interest. (*Appendix B.*) Other indications of the state or character of schools are offered in their discipline and organization; though it might be quite as proper to speak of discipline not as a mere indication of the success with which the great ends of education have been attained, but as itself one of the most important of these ends. Now, much of the condition of a school may be discovered, when it is viewed in any one of these phases, though they present only facts that do not directly express the actual, realized character of the school, but leave that to be obtained, rather uncertainly, by inference. In each of these cases, the point of view is, in truth, rather distant; but there are others, which are at once in more frequent use, and make the nearest possible approach to the object. Thus, the master's qualifications are observed as these appear from the known measure of his own attainments, and from the range of his professional experience; for it is presumed that the school, which is his creature, will be, in some sort, the image of his character. Or, again, the immediate subject of observation is the school itself, in its discipline, and in the intellectual progress it is seen to have realized. Finally, it is usual to look much to the particular modes of discipline

and tuition used in any school, inasmuch as these are deemed a sufficient indication at once of its character and of the master's talent. Here, then, are various points of view from which the survey may be taken,—each presenting something unnoticed by the rest; and as they are not all easily available on one occasion, so there is room for repeated and not needless descriptions of the same schools.

Method. On the present occasion, some remarks may be offered on the methods of discipline and tuition, which have been observed in the course of the last year's inspection.

"The best cultivation of a child's mind," says Mr. Temple, "is obtained by the child's own exertions, and the master's success may be measured by the degree in which he can bring his scholars to make such exertions absolutely without aid."*

Another high authority observes,

"That no teaching is of itself sufficient, it merely gives the matter which the pupil must work upon to become intelligent by his own exertions."†

To these dicta may be added the remark of a candidate for certificate at the late examination:—"No man ever became a "scholar, simply or chiefly, by the efforts of his teacher; per- "sonal application is the only road to knowledge." This truth, however obvious, is by no means universally recognized in practice, and sometimes much neglected, even by teachers of no little merit; men, probably, who, from a certain ardour of temperament and anxiety to be in "labour most abundant," are led insensibly to take the work of instruction too much into their own hands. They forget how much of that work must be performed by the pupil himself, and can be performed in no other manner; they almost forget, that the mind, with which they are dealing, is not an inert vessel, but an intelligence that receives nothing,—nothing, at least, of the sort which they have to offer,—without an appropriating action of its own. The master, it is true, has his part also in the work of instruction, for it is a work that requires two agents,—the action of the one characterized by skill, of the other by labour. And it is remarkable that the exertion by labour on the one part is ever, in a measure exactly corresponding to that of the exertion by skill upon the other. This consideration evinces that the value of all methods of tuition depends essentially on the degree in which they serve to make the pupil advance by his own energies: and that result may be taken as the ready and decisive test of the merit of all such methods. Now, there are three pretty distinct classes of method, applicable respectively to the three distinct situations in which the work of instruction is carried on; to the pupil's position when in

* Report on Training Colleges, 1856. † Gauthey de l'Education.

the act of receiving the master's lesson; to his position while not under the master's lesson, but still in school; and again to the occasions when he is occupied in doing the school tasks prescribed to him for exercise at home. A glance at some instances of these several branches of method, as seen in the inspected schools, may be accompanied with some reference to the test now referred to.

Pupils under master's lesson.

I. "The great skill of a teacher is to get and keep the "attention of his scholars," and this is effected by producing a lively interest in the lesson, in other words, a desire to gain it, followed by an effort of application. This interest is made to arise most fitly from the lesson itself, in its matter or its manner; but it is sometimes solicited by other means less proper. For example, there is sometimes an undue and exclusive reliance upon the influence of offered rewards, and there are masters who, in effect, say to their pupils, "There "lies your task; I require your attention to it, and expect "obedience;" they never seek to present anything engaging in the task itself, so as to produce a pleased and genial application to it,—for either they do not themselves possess the skill to do so, or they do not choose to take the trouble, or it is not according to their taste or temper to have their pupils working otherwise than to their order. I repeat, there are schools in which tasks are enforced, without any attempt to render these tasks in themselves agreeable, and solely by extrinsic means of encouragement or command; but the instances are few. It is far more common to find the masters seeking to recommend the lesson by its own proper attractions. This is the true method of securing the pupils' attention and exertions; and it is practised in a great variety of ways, a very few of which may be noticed.

(1.) First of all, the successful teacher takes heed that the subject is well suited to the years, capacity, and progress of the pupils. This is a point of school practice in which mistakes are not infrequent, certain subjects being offered either too soon or too late. One, for example, which sometimes comes too late is the subject of religious knowledge; and the cause of the delay is either an opinion which the teacher holds, that it would be indiscreetly and unprofitably presented earlier, or more commonly the teacher's habit of giving no oral lessons, that is to say, no lessons other than those exactly which the text-book supplies; and so it happens, that no religious knowledge is imparted, until the child is well advanced in the ability to read. This, however, is not the practice in most of the aided schools, where some notions of religious truth are imparted very early, and with real success, because they are notions as simple as they are important, and, to some extent,

level to the capacity of the child. The more common case is, that the teacher errs by giving the subject of instruction too soon; and in no respect is this more apparent than in the same matter of religious knowledge, where the lesson is too much advanced to suit the years, understanding, and experience of the pupil. The same thing occurs in the reading lesson,—where, while merely to read correctly should form a sufficient task, the master must still explain the sense of the passage read, and in a way which passes beyond the pupil's intelligence. But there is no subject more apt to be ill-timed than that of English grammar; and when this happens, there is no part of school knowledge so merely formal and void of all imaginable use. These errors often proceed from a notion that the child's task must be seasoned with some degree of difficulty, and should not be wholly occupied with matters of a childish nature. This is true; but the practice which ensues is carried to excess. Seldom, indeed, does any method or style of tuition err but from carrying a good principle too far; the point is passed at which the practice had been perfect, and beyond which, so to speak, it appears in *paracme*.* Now, it is not difficult to determine when any school practice keeps within the proper limit—for the proof is at hand, and lies simply in this, that the pupil shows a lively interest in the lesson, with a corresponding vigour of application to it. This proof, in greater or less degree, may be found in the greater number of the aided schools. The errors here noticed are not always errors of judgment, but often they are merely the results of a classification that cannot well be avoided. A very large school has but one master, and, almost of consequence, it has very large classes, arranged with little regard to equality of progress; the lesson is thus too easy for some, and too difficult for others, and so far it excites neither interest nor efforts amongst them. In this connexion, the remark occurs that skilful masters, in forming their classes, willingly admit a certain inequality of progress, mainly for the good effects which this assortment is fitted to have upon the slow and backward. The same idea is acted upon in the school at Blantyre, to this purpose;—several classes in different stages of progress are occasionally thrown together for exercise in matters upon which all have been more or less instructed; and certainly, with good results to all. On the other hand, there

* "It is much less difficult to see the force of a great principle than to see its limits. The most valuable service that can be rendered to the public mind is the work of limitation; the attempt to show under what qualifications principles true in themselves ought to be accepted so as to make them consistent with others of equal certainty."—*Professor Archer Butler's Sermons.*

are instances of complete separation, on account, not merely of unequal progress, but of unequal capacity. In one school, the dull pupils are all singled out, and placed in one distinct class, —an arrangement of very questionable effect. The school at Glassford gives an example of perfect skill in classification; at first there is a fair measure of inequality in progress, but it is only such as by-and-bye to disappear in a remarkable degree, showing as well the strongly moulding action of the master, as the proper composition which, at the outset, he had given to the class.

(2.) Next—the interest of the pupils is excited and their attention fixed; in other words, their active application is secured by the oral lesson with which the teacher accompanies the lessons of the text-book. He tells them in a fuller and livelier manner, what the book has told them, and adds much more about the matter which the book has never hinted. If he does not act largely in this manner, he does not take up fully the teacher's occupation. The power of oral lessons in the higher walks of instruction has been well remarked; and the remark is equally applicable to the lower.

"The type is a poor substitute for the human voice. It has no means of arousing, moderating, or adjusting the attention; it has no emphasis, but italics, and this meagre notation cannot graduate itself to the need of the occasion. It cannot in this way mark the heed which should be specially and chiefly given to peculiar passages or words. It has no variety of manner and intonation, to show by their changes how the words are to be accepted, or what comparative importance is to be attached to them. It has no natural music to take the ear, like the human voice: it carries with it no human eye to range, and to rivet the student when on the verge of truancy."*

So much importance, indeed, do the most efficient teachers attach to this practice of oral instruction, that they commonly employ not a very small portion of their private hours in preparing to do it with effect. The oral lessons here meant constitute the method which is sometimes called explanatory, sometimes interrogatory; but, in fact, they include both explanation and interrogation,—the former, of course, taking the precedence in point of time. To complete the method, the two things must be combined; and to practise it with success, they must be combined in certain proportions—which, however, are not always well observed. For example, the explanations are sometimes so expanded, and to the teacher himself so fondly engrossing, that they assume the character of a lecture quite unsuited to the years and progress of the pupil. Or again, the interrogation is too much,—too much, that is to say, with reference to the information that had been previously imparted, —so that either it is ill-answered, or it is meagre. It may be

* Newman, "Office and Work of Universities."

here observed, however, that a teacher is not expected to address his class at an examination, exactly in the same manner as when it is under his instruction on ordinary occasions. He is expected, then, to question much, and to explain little,—having to shew, not the process, but the results of his exertions: and it is an excellent sign when his examination consists of short questions and of long answers. It may be noticed, farther, that there exists a difference of opinion among able teachers, as to the time proper for entering much into oral explanations; but, on the whole, the inclination seems to be, to begin this practice with the very youngest pupils. A student at the late examination for certificate expressed his opinion on this point as follows:—

"Young children have heard longer than they have read; and what they have heard takes a firmer hold of their minds than what they have read. Therefore with young children books are to be used, principally to acquire the power of reading; oral instruction, for supplying useful information."

Is it not well to commence the oral or explanatory method with young children, for this reason also, that the habit of reading without attention to the sense, cannot be too soon prevented? The method of explanation now spoken of affords the means of much varied exercise to the pupil's understanding. In that way, it secures his interest in the subject of the lesson, and his efforts to get possession of it. The same end is sought by some teachers in a manner not very commonly employed. In one complex exercise they unite distinct subjects, conceiving that the union promotes the better mastering of both. For example:—

"Lessons in History are combined with exercise in English Composition. Sacred Geography is taught so as to conduce much to the knowledge of Scripture History. Writing to dictation is practised, not merely to produce expert and accurate writing, but to give a better knowledge of the subject. The lessons in religious knowledge combine much exercise in verbal memory."*

This practice is understood to rest upon the general notion, that as different faculties are developed at the same time, so education may fitly offer at the same time different studies suited to each. But though the practice is successful in the instances referred to, it requires to be discreetly used,—for it plainly borders on a fault, that of making the lesson so much a medley of distinct subjects as actually to discipline the attention to an unsteady and volatile habit.

A more common source of interest to the pupil is in connecting the lesson with things within the range of his personal

* Tabulated Reports.

knowledge or experience—with "that which before him lies in daily life."

"A class is sent out to find information for itself upon a subject given for exercise on composition; sent, for instance, to the neighbouring gaswork to be informed about it by the manager; and the gaswork is the subject of the essay." "In summer the pupils are taken out to measure fields, heights, and distances."*

What occurs in this way at the parish school of Girvan is more noticeable. The advanced pupils are required to apply their religious knowledge in the composition of an essay upon a given subject of secular interest. "It is delightful," says the master "to find the religious knowledge which I had given "them come back to me on these occasions."

It may be added, that, subjects of instruction specially applicable to particular occupations are now found less seldom among these schools, than they were two years ago; and that when such occupations are common on the spot, that circumstance is seen to heighten the interest in what is taught concerning them at school. Geology and Mineralogy are taught at Leadhills, Jervistown, and Dundyvan; Chemistry at Neilson's Institution and George Street, Paisley, Saltcoats, and Ardrossan; and other instances might be added.

These methods succeed by "getting and keeping the attention of the scholars;" and this is but another manner of expressing the exertions which they make to acquire the lesson. Now, the modes of getting and keeping the attention are many, varying even with the temperament and general character of the master; but one thing they all have in common, which is this:—

(3.) The matter of the lesson is always connected, graduated, and progressive: and this whatever the subject of the lesson may be. At the same time, it is observable that there is not quite the same necessity for teaching in this manner all the branches of an elementary course.

"If any one understood tolerably the Church catechism or even half of it, he knows something of divinity; and that something is incalculably preferable to nothing. But it is not so with a science; one who does not understand the principles of Euclid's demonstrations, whatever number of questions and answers he may have learnt by rote, knows absolutely nothing of geometry."†

Few of these schools exhibit any considerable progress in geometry. The only other elementary branch which can be considered strictly scientific, is that of number as contained in an ordinary course of arithmetic. It is found that this branch is taught, in different places, to very different purposes; it is taught by rules of which the reason is not explained, and then it serves and is meant to serve, only for practical use in simple

* Tabulated Reports. † Whately, "Logic."

calculations; or it is taught mainly as a discipline of the reasoning powers, which of course can be done only by a skilful exposition of its principles. The difference betwixt arithmetic in the one fashion and arithmetic in the other, is nearly as great as betwixt any two branches in the elementary course. Now, the expository method requires much more than the other, a strict arrangement of the lessons in progressive order. How far these methods respectively prevail in the branch mentioned, it is difficult to state precisely, but an approximation may be ventured. The one called *mechanical* is alone employed in about a fourth part of the 205 schools; the rational or explanatory, in one half the number, only after a certain stage of progress, perhaps proportion or fractions, has been reached; in one fourth part, it commences at the outset and continues throughout the course. In the latter case, the progress is not only the surest and the most intelligent, but also the farthest advanced, evincing how much it has been aided by the method in question.

In the other elementary branches, a strictly progressive order is less necessary, or rather, looking to the contingent nature of the subject-matter, it is not so necessary to follow one certain exclusive order of progress. The order, accordingly, is very various; and especially so on the subject of geography. The extreme points betwixt which some position is chosen for a commencement in that branch, are the parish school-room and the great globe itself considered as a part of the solar system; in other words, the preference is variously given to the ascending or descending order, and among those that choose the latter there is still much diversity in their method of proceeding. But in any method that may be chosen, connexion of the matter and an onward movement are indispensable; for even to the young mind, volatile *quale avium*, the sense of moving to some plan of order is more agreeable than the desultory style of teaching which occurs more frequently on this branch than, perhaps, on any other; and again, it must be said, that the pupils' pleasure in the lesson is always a condition of any very profitable application to it.

The analogy of the matter in Geography and in History determines a similarity of method in the treatment of them as subjects of instruction. But, to confine the reference to Scripture history, this subject appears to be never taught so well, as when introduced by a bare comprehensive view of the whole matter of the lesson, followed up by a closer attention to the more important parts of it. Yet this manner of proceeding is, by no means, very common, though it has the manifest advantage of keeping the pupil in the knowledge of his *whereabouts* throughout this study, and of making him sensible that with

every fresh lesson he makes a further advance. "I have never," says a teacher, "met in my experience with a pupil so dull as "not to wish and strive to advance, and to be glad when he felt "that he was doing so." But this sense of advancing is impossible, if the lessons be not well connected; one naturally leading to another, and all proceeding in one direction to the end,—"comme une ruisseau dont les ondes se succedent sans "effort et nous entrainent doucement." This way of managing the lesson applies, in some degree, to the tuition of very young children; much more when time has added to the power of their attention, and brought tasks of greater compass. Still more it applies to the instruction of pupil-teachers. It may be here noticed, that a wish has been expressed by some teachers to obtain a graduated, progressive scheme of religious instruction (Scripture history included) for pupil-teachers, throughout the five years of their apprenticeship. The Ayrshire Association of Certificated Masters makes a proposal to this effect, and, with your Lordships' approval, their desire has been granted.

One or two of the methods of religious instruction used in these schools deserve remark.

"In Bible History," says the teacher of the female school at Lochwinnoch, "I mark nine great periods. These being thoroughly committed with their dates, we take the first period, going over everything of interest in it, the events, with their time, the persons, and for what they were remarkable. After this has been exhausted, the heads of an exercise, which must embody everything we have gone over, are given out, and we then proceed with the next period, to deal with it in like manner."

A similar method at Milton Lane, Springburn, &c. In the parish schools of West Kilbride and Cummertrees,—

"When any passage has been read in the sacred text, the same is read again, as reproduced in the common language of some ordinary class-book; the double exercise impressing the lesson in a remarkable manner."

The practice at St. Andrew's Sessional school, Glasgow, is thus described by the teacher:—

"The lesson is prepared partially in school, to show how to study in the evening for the following day. I never take up any lesson, without having myself studied the same beforehand. Every means are used to give ample illustrations to make the lesson one of interest, so that they long for that hour of the day when this lesson comes on. I thus secure undivided attention for one hour, everyone seemingly more earnest than his neighbour to hear all that is said."

Some progressive method is, in fact, used by every successful teacher of this or of any other branch, and many are the methods of that sort that solicit his choice.

It is in the power, in short, of a good teacher, by skilfully presenting the matter of his lesson, to produce much real exertion on the pupil's part in his struggle with any given task, even while he is under the master's immediate tuition;

as much, indeed, as can be secured on any of the other occasions which are specially set apart for his unaided efforts; and this is pretty well exemplified in most of the aided schools.

II. When the master's lesson ends, the pupil does not always proceed straightway to apply himself, alone and unaided, to the given task, but may be placed under the charge of assistants, pupil-teachers, or of monitors. On each of these modes of assistance in the schools under review, some remarks may be offered.

Assistants. (1.) Assistants under the Minute of July 1852 are employed in seven of these schools; and as it is desirable and desired that their own studies should still form a considerable part of their occupation, it is proper to state that four of the assistants availed themselves of the liberty to make a special profession of certain branches.

Pupil-teachers. (2.) The pupil-teachers are 279 in number; and they are employed in 98 of these schools, of which 21 are aided in that manner alone. All the schools which have the benefit of an augmentation of the master's salary, are aided also with pupil-teachers, except 28. The exceptions are occasioned by various causes—by the difficulty, which occurs, in some places, of finding young persons inclined to an engagement of that nature, and of fair promise; by the teacher's preference of an assistant under the Minute of July 1852; by his unwillingness to undertake the additional care and labour which this boon infers; in more than one instance, by an avowed inability to control the pupil in the later stages of his apprenticeship. In general, however, the desire to obtain this form of aid is unchecked by such circumstances. It may be, that the master does not always desire it from any zeal in behalf of this particular mode of helping the elementary education of the country, or from any wish to gratify a parent in the admission of a candidate. It is enough that the pupil-teacher promises some advantage to the school, and some relief to the master's labours. But this last expectation is very seldom realised; for it is ever seen, that assistance of the kind does not induce him to become less interested or less active in his charge, but that it has the opposite effect, appearing, so far as his feeling is concerned, only to add another element to his cares. Of this many good examples might be offered, and none better than those which occur at Kilwinning, Ardrossan Female School, Jervistown, the Highland Society's, and St. James' Sessional Schools, Glasgow.

How far, then, is the work of instructing in the schools carried on by pupil-teachers? Occasionally, they appear as ordinary pupils in the advanced classes for some higher branches, as Latin, Greek, mathematics, or physical science; but, in general, they

are engaged in teaching during the whole time while the school is assembled. Occasionally, there are certain subjects of instruction not assigned to their charge; it may be the most advanced, as in the well-ordered school of St. Enoch's, or the simplest, as in that of Galston, where the teacher continues much under the impression that more of his own skill is needed "to lay about "the young plant, than about the plant corroborate;" but, in general, the pupil after his first or second year has more or less to do as a teacher with all parts of the elementary course. Now, do not these facts seem to warrant a grave doubt whether, in general, the pupil-teacher is not employed too much as a teacher, and too little as a pupil; for it is not to be forgotten, that the great object of the apprenticeship is his special education for the office of a teacher, and not the advantage of the school. This last purpose is, indeed, too important and too well served to be unheeded as a recommendation of the apprentice system; but it is incidental and subordinate. And this is so far kept in view by the two arrangements that have been made for the pupil-teacher's benefit, namely, —by the master's close observation of the pupil while engaged in teaching, and by the instruction "out of school-time" which he is required to give to the pupil daily.

How far the master oversees the apprentice while engaged in teaching cannot be very precisely ascertained. There is, perhaps, in the circumstances something rather apt to make that oversight less than it ought to be. But not more than two instances of manifest remissness in that respect have been noticed in the special reports.

The rule in regard to the instruction of the pupil-teacher "out of school-time" is probably much better observed—that duty being more distinctly specified and more exactly defined than the other now spoken of. In all cases, the school managers have certified their belief that this instruction was duly given; and though, in that belief, it is possible they may sometimes err, yet in general no farther assurance of the fact seems necessary, especially when it is conjoined, as it behoves to be, with the teacher's own declaration, and with the yearly trial of the pupil's progress.

It is, however, of some consequence that the private instruction should be, in part, of one *special* description. Seeing that so much of the school business is in the pupil-teacher's hands, and that, while a teacher, he is still but a pupil,—it is well that he should daily receive some special instruction for the proper doing of the school-work assigned to him, and generally, it is believed, some instruction of this sort is given.

"Three-quarters of an hour," says the teacher at Jervistown, "I spend with the pupil-teacher every morning before the school meets, hearing him

read all the lessons he is to have in hand throughout the day, and examining and improving the notes of the lessons which he is to give."

It may be said, that the masters who have considered this matter with the most intelligence and care, devote from one-half to three-quarters of an hour daily in preparing the pupil-teachers upon the work which, as teachers, they shall have to do in school; and if the like preparation be of much use to the master himself, it is of still more to the apprentice, who has so much less authority, and less skill to excite that interest in the lesson which is the source of all fruitful exertion.

In the particular now referred to, I remark much variety of practice. Some masters give little or no time out of school to the preparation of the pupil-teacher for the school-work assigned to him; others devote half an hour daily to that purpose, in addition to the "stipulated amount of instruction "out of school-time;" others employ in like manner, perhaps, half an hour daily, reckoning this, however, as so much of the "stipulated amount of instruction." It is unnecessary to add, that the matter is managed least satisfactorily in the case first mentioned.

Withal, the provisions now spoken of for the guidance and tuition of the pupil-teacher are not enough to afford him all the practical advantage which, under the contract of apprenticeship, he is entitled to expect. It is essential that the school, as organized, animated, and taught by the master, should be an eminently improving school for the apprentice. On that point, your Lordships require to be repeatedly assured, while the apprenticeship proceeds, laying much stress upon the influence of the master, "as a guide and example in formingthe character," both professional and general, of the pupil-teacher. And, perhaps, when the institution of apprenticeships has existed a little longer, it may come to be required that all schools selected for that privilege shall exhibit more than an average rate of merit in the whole style of their management.

Monitors. (3.) Another mode of occupying the scholars before resigning them to their own unaided efforts, is by putting them under monitors. Monitors are employed in all the aided schools except 45; but they are not all employed in the same manner and to the same purpose. In some schools, 36 in number, their office is simply to maintain order, distribute materials, "keep "watch and ward over conduct;" in 125, to assist classes in the preparation of their lessons, that is, to act as teachers, either in the classes to which themselves belong, or in those at a lower stage of progress. Now, if it be necessary that the master should daily exercise the pupil-teacher in the lessons which the latter is to teach throughout the day, much more is that practice necessary in reference to monitors, for they are

younger, and they do not remain so long to be improved by experience; they do not even appear in the school very regularly; they do not intend teaching as the occupation of their lives; and they are not obliged, in any onerous way, to give much attention to what is required of them in the monitorial capacity, for rewards are seldom given and of small amount; for these reasons, the service which they render as teachers is quite imperfect, the best effect of it being simply to bring the pupils under lesson in smaller groups, and to give the opportunity to deal more encouragingly and more particularly with individuals. It has been justly remarked that the—

"Monitorial method is more applicable, and may be applied with a greater certainty of good results in schools of large numbers, where the higher branches of knowledge are taught to advanced pupils, than it is in the immature, unformed, and often ill-conditioned minds of the offspring of the humbler classes."*

In like manner, the system is best exemplified in the elementary schools which are attended by pupils not of the humblest class. Throughout, however, the natural and intended effect is, that this system gives way, and in a great measure disappears, wherever that of pupil-teachers comes in contact with it.

(4.) In most schools, there are some classes which are not under lesson from master, assistant, pupil-teacher, or monitors during some part of the school hours; and it is in schools of the lowest order where this occurs upon the greatest scale. For example, there is a school of this description:—The pupils in ordinary attendance are about 150 in number, few of them above nine years of age. They are drawn from well nigh the very humblest classes of a town population; the single teacher set over them has no assistance of one sort or another, and as he has at least six distinct classes, the average time which he gives to each is not more than a sixth part of the five hours during which the school is assembled. Here the pupils are so long under no immediate instruction from any teacher, mainly from the want of sufficient teaching power. But, on the other hand, in the best schools, there is a portion of the pupils left for a time under no tuition, because the teachers choose to put them in that situation, for good reasons—but not always for the same reasons. For example, in St. Enoch's school, Glasgow, the junior classes only are, for any length of time, not under a teacher's lesson, because in their case, and in theirs only, some respite from close attention is deemed necessary. In East Kilbride, "the youngest classes are those which are least out of "the teacher's own hands, as they are the least capable of doing "anything for themselves." Now, whether it be of necessity

* Professor Pillans, "Rationale of Discipline."

or of choice that a portion of the pupils is thus withdrawn from the immediate instruction of any teacher, one of the most important and difficult points in school management is to secure the industry of the pupils placed in that situation. In the school first noticed, where the pupil is but a sixth part of the time under tuition, he remains idle during the remainder of the school-hours, and scarcely anything in the nature of a task is put before him—mere confinement to the school-room being seemingly considered as a sort of discipline. In other cases, the more advanced pupils in rotation are set over those who are not under lesson, to see that they attend to the given task, a peculiar mode of monitorial duty.

"The young division," says the teacher at East Kilbride, "read the four initiatory books two-thirds of the time, and rest one-third. They have thus one spare hour each day when in school, and to have them to employ this hour properly tests the talent of the teacher severely. A little text-book with pictorial illustrations is put into their hands, and the pictures tempt them to read the simple account of them printed in the book. On pieces of slate which are put into their hands they write letters, words, sometimes sentences and figures, and a book, if not given to them too often, is a great treat. The upper division, who are left two hours to themselves, enter in a book the accounts which they have solved, prepare their history lesson, practice, in groups of six or eight, slate arithmetic, mental arithmetic, or writing to dictation, or they read in books of natural history, concerning animals and their properties."

At St. Enoch's—

"The junior pupils prepare lessons, and are under tuition every alternate half hour. One line or more of the lesson is given out, to be carefully written on slate, and as the pupils improve, this exercise is increased, until it assumes the form of a paraphrase of the lesson."

In these instances, the particular subject of the task is deliberately prescribed; and the reason is, that upon a proper choice in that respect depends much of the success of any method that may be employed. It may be now, again, remarked, that when a teacher has his pupils under lesson, directly from himself, his best art is to induce their application to it by the inherent interest of the lesson itself. But when the sends them to prepare alone some lesson for themselves, it becomes necessary to have recourse to motives of another kind, —motives extrinsic to the subject-matter of the lesson. Not that, even here, the lesson should cease to be attractive in itself; for, as a teacher well remarks, "nothing is more "effectual than to send them to their seats with a certain "enthusiasm awakened in their minds upon the subject "prescribed to them for exercise;" but at the same time, a new page of school economy is here opened up; and the master now finds more occasion than he had found before, to influence the pupil by emulation, rewards, the desire to please himself, the duty to obey him, the duty to requite the

parents' care, and the supreme duty of doing all as in the Great Taskmaster's eye. Such motives are sometimes applied with great success; and it is remarkable, that this sometimes occurs where the teacher shows no unusual skill in the treatment of his lesson. But, be the methods employed what they may when the solitary task is well done, it is plain that this can only have come to pass by a pure exercise of the pupils' own efforts.

III. The exercises done at home are promoted by the same means,—the same care to inspire an interest in the lesson, and the same application of moral motives which are employed when the exercises are done in school; but with this difference, that the pupil being now removed from the master, gives himself to the task more freely of his own will, and all that he does in connexion with it is more purely his own work; so that there is much in this position which, with proper management, is peculiarly favourable to good progress. The home exercises, though done at a distance from the school, are essential parts of school management, and so commonly recognised as such, that there are few of these schools in which they are not habitually practised. In these few, the schools are of a low order, and the pupils from the humblest classes; the master is not fully aware of the use of this practice; and the small progress of the pupils allows little room for it. The home tasks, on the other hand, are recommended to the rest by several considerations; first of all, by their evident tendency, as has been said, to form habits of voluntary exertion and of self-reliance; next, by the fact that the school hours do not suffice for all the occupation which the pupil can very well bear to have laid upon him; and again, it is thought that the crowded school-room is not the best scene for the preparation of lessons generally, nor in particular of such as throw the pupil much upon his own thoughts. Besides, if oral teaching has its advantages, so also has the silent teaching of the book; and this, it may be, precisely from the greater difficulty that attends it. It is thus seen, that home exercises form an invaluable part of the school work; and two things seem to have helped to render the practice of them so very common, the now very prevalent custom of slate-writing in the schools, and the frequency of the book grants obtained from the Committee of Council. It is plain, however, that all the subjects of school instruction are not equally suitable for home exercise. "As a "general rule," says a student of the Normal School at the late examination for certificate, "work requiring only memory can "and ought to be got up at home; that which requires reason "and judgment had better be performed in school." But this notion is at variance with the common practice in the schools referred to, and with the practice, too, of very many other

Home exercises.

schools throughout the country, where the home exercises are much more fitted to exercise the reason and the judgment. The student and the schoolmaster are here at variance. It is plain that the years and progress of the pupil must determine the nature of the exercise.

In another respect, when brought together for examination, it is observed that the student and the schoolmaster are apt to differ. If the question chance to be upon the subjects proper for home exercises, the student says that those subjects are the most proper, which are the best fitted to cultivate some faculty; the schoolmaster, looking at the matter from another point of view, recommends certain branches from the ordinary school programme—not speaking of the faculties which should be cultivated, but of the things which should be taught; and the reason is, that his immediate and sole and sufficient care is, to teach these things effectually; for he is well aware that when he does so, the cultivation of the faculties necessarily proceeds at the same time and at the same rate. By-and-bye, when the student (*pædagogiker nicht pædagog*) becomes a schoolmaster, he will adopt the schoolmaster's language on the point in question. Meantime, he does well to note the particular modes of mental culture which are produced by particular studies; and the schoolmaster, in his practice, may silently observe the same thing with advantage.

The Home exercises are of three descriptions: — they prepare for the school lesson; they resume and repeat the school lesson; or they require the pupil to produce his own thoughts or observations upon some given subject. All of these modes of exercise are practised to some extent, in about a fourth part of all the aided schools. The *preparative* mode is employed less for arithmetic than for any other branch; most of all, for English reading, with spelling and vocabulary lessons; much, for the Shorter catechism; and much, for geography; in which last, the exercise is completely one of geography when the hand-atlas is at command, as it too seldom is—and almost completely one of memory, when that is wanting. These *preparations* are not practised, only where the home tasks are entirely neglected. The *repetitions* of the school lesson consist mainly in written abstracts of the lesson or of some given portion of it—a practice which is useful not merely as repeating the school lesson, but as reproducing it in another form, and therefore by an effort which conduces much to the better understanding of it. It nowhere receives more of the master's time and attention, than in the Dalry Parish schools, the Gorbals Youths', and the Alloway Sessional schools. At St. David's, Glasgow, "six questions dictated

" weekly from the school lessons on several subjects form the " home occupation, for the week, of all pupils at a suitable stage " of progress." It must be added, that there are not a few schools in which this mode of the home exercise is less used than it might be with advantage, for there are few which have not some pupils that might be fitly so employed. The other method, sometimes styled *inventive*, is, from its nature, confined to a few advanced pupils in the better class of schools, who are required to inform themselves, by whatever means they may, upon some given subject, and to write down whatever they have learnt, or thought or observed about it.

"All that is done in this way," says Denzel, "is the scholar's own work, and becomes more properly his own than anything imparted to him by others, while the feeling that he has acquired it himself animates him to farther efforts."

"Whatever," says the teacher at Jervistown, in as good terms, "we discover or acquire ourselves, we appropriate as our own peculiar property. In every sense of the term it is private property, and as such should be used to the glory of God. No profession gives better opportunities than ours so to use our gifts."

The good effect of the exercises now referred to is so apparent, that teachers always employ them chiefly on those subjects in which they desire to make the best impression, as in that of Religious knowledge. For example, in the Chalmers' Sessional School, Glasgow, after a careful perusal of some given chapter in the Bible, the pupils are required to write down, at length, the moral lesson which it conveys.

"The terms Justice, Goodness, Mercy, Truth, Sin, &c., being explained," says the master of another school, "a chapter from John's Gospel is selected and given to the pupil for study, and at a certain appointed time he hands in to me a paper he has prepared on the following points;—The principal subjects of the chapter; what is contained in it respecting God, the person of Christ, and the Holy Spirit; the doctrines we are there taught to believe, the duties inculcated, the promises and threatenings set forth, the great examples given by our Lord, &c." "I require," says another, "that they write down the names of the successive kings of Israel and Judah, their character, contemporaries, and the duration of the reign of each; also the reflections which occur to them on these particulars."

One teacher maintains it to be the duty of the parents to co-operate with the teacher so far, as to take heed that their home exercises are well plied; and many teachers have remarked a good effect from these domestic tasks upon older members of the family, in respect both of knowledge and of conduct. The written exercises are usually submitted to inspection. They may be said to constitute the highest point of progress in some of the best schools; but it must be added, that in too many instances the master's corrections might be performed with more care. It would seem, in such cases, as if he were not fully aware that the whole virtue of the practice depends on the strictness of the revision.

Industrial instruction

The one common quality of all the methods that have been mentioned, whether practised in the school or out of it, and on whatever subjects they are practised, is, that they succeed in the degree in which they cause the pupil to direct his own efforts upon the given task, and in the degree in which he is thereby formed to habits of exertion and self-reliance. Now it is certain, that such habits are not more easily transferred from one subject of school instruction to another, than they may be from the school-room and all its concerns to any occupation in which he may afterwards engage, to any trade, craft, or pursuit which shall form the business of his life. If this be so, the common elementary school appears to be essentially industrial; for, though it may not give the technical knowledge of any branch of industry, it gives the disposition, capacity, and habit, which in any branch of industry are at least as necessary. And so, after all, it would seem that the school called Industrial offers no better results,—no results that bear more effectually upon the object which they specially have in view, than those which they have in common with the ordinary elementary school. It is practicable, however, to produce the general training now spoken of from instructions of a kind specially pointing to certain industrial occupations—to combine lessons in more useful knowledge with as good discipline of the understanding, the will, and the habits, as is given in the common schools. And, probably, in this respect great changes will take place, at no distant time, in the substance and in the bent of elementary education.

Here, it may be proper to advert to the prevalent occupations of the "working" people who have the benefit of the aided schools that have now been referred to. They may be classed as follows:—

Mining population, having	21 schools.
Manufacturing	9 „
Agricultural	48 „
Fishing	3 „
Mixed population in towns	89 „
	170

At present, the schools that afford to male pupils any instruction of the kind called Industrial, apart from industrial training, are ten in number; and the pupils so instructed in each are few. But, if they are not more, it seems not to proceed from the teacher's indifference; for they are all zealous in this part of their work—taking to it, indeed, rather fondly, from the novelty and rarity of the subject, as well as from its manifest utility. They, commonly, themselves originate the subject; but in some instances, such as that of the Neilson

Institution, Paisley; the *special* instruction has been introduced directly by the managers. In the meantime, facilities are not wanting for bringing in the *special* element more widely, as a part of the common elementary course; among which may be noticed the recent publication of class-books for Geology and Mineralogy, Mechanics, Chemistry, Agriculture; a remarkable instance of an abundant supply preceding anything like an equal demand. It may be added, that when the lesson relates much to things that belong to what the pupil knows shall be his future occupation, he is the more apt to apply to it with the lively interest which induces effort, and so secures true progress.

Moral training.

Again, it is plain that the habit of exertion upon school tasks is available, not merely for any task other than the one with which it originates, but also upon occasions which involve nothing formally of the nature of a task; it is available in the general conduct of life, so far-reaching is the work of an efficient elementary teacher. He fashions the moral character of his pupils, and often operates in that way much more than he is himself aware of. The well-taught school is ever a school of good moral practice, by the exercise it affords to obedience and exertion; and, so far, good moral conduct is ever an accompaniment of intellectual progress, insomuch that there can seldom be occasion to speak of the merits of the "instruction" and the "discipline" in very different terms.

Disadvantages.

It is impossible to advert to such matters as have been now noticed, without observing how often a teacher's best skill is crossed by circumstances which he cannot control. Of one such impediment his own manifest merits is a cause; that is, when the throng of his school is much more than can be competently managed by his single energies. For example,—

At Bridgeton, there are	254	pupils and	16	classes.
„ Annfield „	300	„	30	„
„ Govan Colliery „	170	„	15	„

Again, he must contend with much irregular attendance, and what is more perplexing, with much regular absence during a great part of the year, when all progress stops, and much that had been gained is lost. That system of half-time schooling for factory children affords the teacher but little satisfaction; still less, the manner in which the Printfield children often fulfil the obligation of the law in nearly all its extent, by a school attendance limited to one day in the week throughout the year. In such cases, he can make but little or no use of the method of home exercises. And of this he is ever sensible, that though the pupil may still learn something by exertion, and can learn nothing without it, yet the exertion, to be very valuable, must be habitual; and the habit cannot possibly be

formed in such circumstances. It is that habit, however, which constitutes education; and a serious thought it is, that if in many crowded and seemingly prosperous schools the instruction actually imparted is but little, the education actually realized is still less.

Ayrshire Association of Certificated Teachers.

Though these disadvantages cannot be removed, the teachers chiefly affected by them, as well as others, maintain, in general, a spirit of zeal and of steady industry towards their duty. Some, as already said, have improved very noticeably in these respects within the last twelve months. Among them are young men who only needed prolonged opportunities, so to improve; some, also, who are not young, and who, at ripe years, have believed that they might yet do better than they had done before. This disposition is plainly produced by the action of the public aid and its conditions; for it is not without an animating effect that they find themselves belonging to the large corps of teachers that now share the public aid. In one instance, they have sought to realize this connexion in form, and to bring it home more closely to themselves. The certificated masters in Ayrshire have joined in an Association, the objects of which they thus describe, "to diffuse information "among its members regarding subjects connected with the "business of education, by the reading of essays, discussing "literary subjects, and giving their experience in the training "of pupil-teachers; to maintain cordiality of feeling," &c. This Association meets quarterly at Kilmarnock, and from the spirit in which it is carried on, it appears to serve the purpose of mutual encouragement, to lessen the isolation of the country schoolmasters, and to give them the benefit of each other's thoughts and experience in professional matters. It consists of 39 members, of whom 21 are in connexion with the Established, 17 with the Free, and 1 with the Episcopal Church; distinctions, however, which are here forgotten.

Educational Institute.

It may be noticed, that there are other Associations of the same nature in the district. The Royal Charter, dated 15 July 1851, incorporating the Educational Institute of Scotland, ordains, "that, for the better and more convenient despatch of "business, the corporation shall have power to divide the "members into district divisions or local associations." Local Associations accordingly have been established for several districts in the south-west of Scotland, Glasgow, Ayr, Irvine, Dumfries, &c. One of their duties is to examine local applicants, for admission as members of the Institute; and the Institute having declared it "expedient that a knowledge of "the theory and practice of education be more widely diffused "among the profession, by means of public lectures, the "institution of libraries, and such means as may seem

"advisable," the local Associations are occupied, in part, with discussions of much the same nature as those of the certificated teachers of Ayrshire. The existence of such Associations is itself a very commendable proof of the pursuit of self-culture among their members, continued after their position in life has been determined. And it is well that this ambition remains, for though many parties are properly concerned in the care of popular education,—the State, the Church, private Associations, and private patrons,—its interests are still mainly dependent upon the exertions and character of the schoolmaster.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY J. GORDON, ESQ.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	147	12	28	6	110	10,224	7,875	10,547	7,702	21,715	129	279
Simple Inspection	58	4	7	3	45	2,909	2,309	3,136	2,474	6,659	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	·57	3·21	7·56	12·51	14·62	13·02	13·03	12·14	8·99	6·49	4·23	3·03
Simple Inspection	2·15	3·33	9·18	10·43	11·49	13·15	12·95	14·01	9·18	6·21	4·47	3·45

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	40·35	23·24	15·11	9·76	6·21	5·33
Simple Inspection	31·57	23·73	12·94	11·46	8·34	11·96

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 206 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	148	48	141	40	7	8	—	—
Catechism	145	47	128	32	17	15	—	—
Reading	149	50	146	43	3	7	—	—
Writing	147	49	140	39	7	10	—	—
Arithmetic	147	41	139	29	8	12	—	—
Geography	142	18	139	13	3	5	—	—
Grammar	129	26	92	20	37	6	—	—
History	12	—	11	—	1	—	—	—
Music from Notes	4	—	4	—	—	—	—	—
Drawing	12	2	12	2	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	137	18	—	145	11	—	140	16	—	130	21	2	141	14	—	154	2	—	122	2	—
Simple Inspection	38	16	—	40	10	3	41	12	2	20	15	14	30	20	4	45	10	—	2	—	—

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers of 144 (Annual Grants) + 36 (Simple Inspection) = 180* of Schools enumerated in Summary *a*.								Average Income per Scholar in Attendance.†
	From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.		Total.	
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.	
Annual Grants	1,832	1 6	4,167	17 8	8,565	10 1	964	6 2	15,529	15 5	0 17 1½
Simple Inspection	750	12 8	703	4 4	1,441	9 4	139	6 6	3,034	12 10	0 15 11½

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers of 144 (Annual Grants) + 36 (Simple Inspection) = 180* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Scholars in Average Attendance in Schools to which Summary *d* relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	12,856 10 4	578 18 1	1811 9 1	15,246 17 6	0 16 9½	18,132
Simple Inspection	2,704 10 10	2 0 0	142 11 11	2,849 2 9	0 14 11¾	3,802

* The number of schools inspected during the year was 205; but from 25 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY *e*.

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants.	£ s. d. 106 4 8½	£ s. d. 88 15 8	£ s. d. 58 1 6	£ s. d. 36 14 4	£ s. d. 46 16 10	£ s. d. 25 0 0
	Simple Inspection	—	77 18 10	—	31 5 8½	—	34 0 0
Number on which average is taken	Annual Grants.	93	30	32	9	4	1
	Simple Inspection	—	28	—	7	—	2
Number provided with house or rent-free	Annual Grants.	49	19	18	4	1	—
	Simple Inspection	—	15	—	3	—	2

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants.	138	17,830	7·84	36·24	34·31	10·57	11·04
Simple Inspection	26	2,346	16·62	36·05	22·85	9·38	21·1

APPENDIX B.

REPORT ON SCHOOL MANAGEMENTS.

MY LORDS, Edinburgh, December 1857.

IT is usual to mark the schools that supply the education of the country as of three classes, distinguished by the source from which they derive the means of their support:—1. They are self-supporting, or on the teacher's own Adventure. 2. They are supported wholly or in part by Subscription. 3. They are Endowed, so as to be either wholly or in part independent of other means of support.

The order in which they are here mentioned, is not perhaps the order in which they have originated; it is the order which they take, when considered according as their constitution is more or less simple, the simplest being the first named.

It may be proper to explain, however, that the school management now in view is not the master's management in the ordering and government of his school, but the management of the patrons or directors in their proper province, and nearly synonymous with the constitution of the school.

Adventure schools.

I. *Adventure Schools.*—The circumstances under which the schools of this class arise, and under which they exist, are in general these. The population of the place has now so far increased as to require a school for its own use, the nearest being either too remote, already well filled, or not well conducted. A teacher is at hand to avail himself of this opportunity, without always waiting for the people's invitation; and being probably either at the commencement of his career, or near its

close, he is satisfied with the moderate recompence that may come to him in the way of school wages. The school which he opens is upon his own adventure, and usually of the common elementary kind.

The Adventure school is not always of that kind. In the large towns and elsewhere, there are academies on adventure that offer a complete course of superior instruction; and there are schools, also upon adventure, which confine themselves to certain branches of special instruction, as Mathematics, Navigation, Languages, Drawing.

These special schools and academies are generally private institutions; and to present themselves expressly as such, so avoiding certain disadvantages supposed to attend the larger and more public school, often forms a great part of the intention in which they originate.

The Adventure school is under no government but the master's. He is self-elected. The subjects, the hours, the methods, the wages of the instruction, the entire regulation of the school, are all determined by himself. If the people disapprove of any part of his management, they withdraw their children from the school; and in extreme cases of that description, the adventure ends, not by dismissal of the master, but simply by discouragement.

But though under no special control, the Adventure school is, of the teacher's own accord, commonly offered to such observation as, in some sort serves the purpose of control. He invites the heads of families to an annual examination of the school; and, for the most part, willingly submits it to the annual inspection of the Presbytery. In these ways he seeks and he obtains the influence of opinion upon his management, an influence which he appropriates to himself,—for instruction, correction, encouragement, or, it may be, for reproof. Again, he naturally conducts his school as that one was conducted at which he was himself taught,—a school probably under some special management; if not, he naturally imitates the public schools around him which are so managed, simply as these are higher in position than his own, and as their method of proceeding has received an approval which his requires. On the whole, the Adventure school, as it is not isolated, but belongs to the educational system of the country, so it partakes of those influences upon its management which the greater and the better part of that system receives more directly.

The instruction, for example, as respects the matter of it, is much the same in the Adventure as in other schools, except where it is professedly of a special kind, and except in the private academies, where it takes a greater range than is usual in the more ordinary cases. At the same time, in many Adventure schools, some elementary branches, which are common elsewhere, are wanting; for the teacher, perhaps, is not himself a master of them, or the requisites for teaching them are not at his command, or in very removed situations the parents have not learnt to desire them. It is certain that religious knowledge is not one of such omitted subjects; for the yearly reports of the Presbyteries of the Church show that this branch is quite as common in the Adventure, as in any other class of schools. On the other hand, the instruction is here quite as little as it is elsewhere, of a novel or questionable character:—for plainly it is not in such a humble class of schools as these generally are, that anything of that description is most likely to appear.

Before inspection was concentred mainly upon schools receiving annual aid, I visited many of those upon adventure; and some of the same sort, during the last year, chiefly in Glasgow, Greenock, and Johnstone. On former occasions an attempt was made to show and to estimate the general inferiority of the non-parochial to the parochial schools. There is reason to believe that the estimate might be repeated with little, if any, variation at the present time. But it may be now added, that of the non-parochial schools, the Adventure are commonly inferior to the rest; not so much because they are uncontrolled and undirected, as because the masters' competency is commonly in some proportion to the recompence, which, in general, is least in this class of schools and often extremely inadequate. Is it observed, that their greater dependence on the opinion of the parents supplies a motive to exertion, which in its effect upon the character of the school, makes some amends for the want of equal encouragement by recompence? This result does not appear to have taken place in any noticeable degree: the other teachers, who are less dependent on school wages, still cultivate no less the good opinion of the people whom they serve, so as to leave no advantage over them from that cause to the unprotected teacher. It must be added farther, that very many of the Adventure schools cannot be con-

sidered of any value as means of education. Naturally enough, they are very ill-attended; and they produce a habit in that respect, which remains when better schools have come to be established in their place. If they qualify to read and write, and do the simpler operations of arithmetic, this is the utmost that can be said of what they do. In short, a great part of this class of schools is not to be acknowledged as supplying so much of the mentionable means of education. It is in them, and in their neighbourhoods, where the elementary education of the country appears in its lowest state, and where it calls most loudly for some measure of improvement.

The number of Adventure schools throughout Scotland is 1,500; their number in the district assigned to my charge, about 500.

II. The funds that afford entire or partial support to the Subscription school are supplied either by an individual, or from a general local subscription, or by a central Board acting for the Established or other Church, or representing an educational Association; the resources of that Board coming from a more extended general subscription. Subscription schools.

In all these cases, the salary or other form of aid is given from year to year, and continued during the pleasure of the granter.

In all, the subscribers themselves or by their organ appoint the master, and retain him, so long as they think proper; a rule that proceeds properly from the circumstance that at any time the grant may be withheld; not to mention that, as the school has not the advantages of a public constitution, of sure permanence, or perhaps, of an ample provision, so it is the less apt to attract a class of teachers to whom it would be convenient to give a life-tenure of their office.

This right to remove the teacher upon any occasion of dissatisfaction whatsoever, is not a little used by the managers—for example, by the Central Boards. During the last five years, the Education Committee of the General Assembly, removed 55 of the 18 teachers connected with their scheme; none, for any moral fault which might have disconnected them with a parish school; but all, either for simple inefficiency in duty, or as unsuited to the particular charge they had in hand, or as deserving of one more important.

At the same time, during that period of five years, 105 of the teachers resigned, and as the circumstances that induced their resignation were much the same as those which make it fit for the managers to remove them when they see cause, the frequency of the resignations serves to show the expediency of that rule of management.

The number of schools in Scotland, that take the denomination of Subscription is about 450; the number of the same which are aided in the district assigned to my charge, is 49. One-half of this last number derive their subscription from an individual, who is the patron of the school, and commonly the sole manager. (1.) This sole management is sometimes exercised by the patron himself, closely and with the best effect; and sometimes, in his absence, by his local agent. In both cases, the visits of the Presbytery of the bounds, or the minister of the parish are generally invited or very cordially received; but commonly, the school is not placed in special connexion with any Church, so as to derive from thence any active influence upon its management. In such circumstances, the managers naturally desire the inspection provided by your Lordships; they do so more frequently than is usual for schools of another description; and they do so as much, perhaps, for the counsel and direction of the Inspector as for any other sort of aid.

When the sole manager interests himself in the school, after the manner which is common in the noticeable cases of this description, there are certain directions in which his influence commonly takes effect. A large proportion of such schools are for instruction in female industry; for, commonly, the manager is as sensible of the uses of some skill in that way, as of very much of that knowledge which is obtained from book lessons; he is partial also to a complete separation of the sexes while in the course of receiving their education; and to him it is always agreeable to see much attention directed to the cultivation of good manners, as by no means an insignificant part of moral training. When, again, the school is of the mixed kind, and under a master, the manager is generally better pleased with the instruction which is well given within a limited range, than with that which is more ambitious and less suited to the actual and the pressing requirements of the pupil. These are the ordinary characteristics of the Subscription school supported by an individual.

(2.) When the subscription proceeds from more than one individual, the managing committee consists either of all the subscribers, or of those who subscribe a certain

amount, or of a select committee of their number. Commonly, the individuals are resident on the spot; but a distant residence does not usually disqualify, when the benefaction has been considerable.

A peculiar instance of management by more than one person occurs at the Govan Colliery School: "The proprietor commits the management or superintendence entirely to the workmen. They appoint yearly a managing committee of their number, consisting of fourteen, all daily employed under ground or about the works; and to this number the manager adds three chosen by himself, also from the same class of men. The committee appoint and remove the teacher at their pleasure; and while retaining the entire superintendence, they commonly invite to the annual examination of the school the clergymen of various denominations and other intelligent persons in the neighbourhood."* Two things are remarkable in this arrangement; a stated and necessary deduction from the workman's wages is considered as subscription; and the right to manage follows this subscription to a class of men not usually assumed into such an office. The result is said to justify the liberal design, so far, at least, that the school is regarded by the people of the place, in its affairs and its objects, with more interest than it otherwise would have been, and that there is no complaint of irregular attendance.

The management by subscribers or their committee is conducted in much the same manner as that of an individual, on the points to which reference has been made; the school is usually visited by the Presbytery of the bounds; and often the minister of the parish is *ex officio* a member of the managing Committee. But, usually, the school is not specially connected with the Church by any formal rule placing it under the presbyterial superintendence, or requiring the teacher or the managers to be of that communion.

Sessional schools.

The case is different (in effect, at least) when the promoters and patrons of the school are the Kirk Session of the parish, and the instances of this sort are many; in the district under my care, about 50, and throughout Scotland, 120. The salary being here provided by the Kirk Session, the Kirk Session manage, like other managers who do the same; they appoint the teacher, and remove him at their pleasure. But the fund that supplies the salary not being collected promiscuously from persons of all communions, and from members only of the Church congregation, they naturally choose a teacher known to belong to their particular connexion.

The Sessional school is observed to be somewhat more of the nature of a charitable institution, than other subscription schools usually are. Hence, the occupation of the managers is somewhat more, in seeing that it continues to be available to the class of children for which it was intended; in moderating the school fee according to the circumstances of the family; and in promoting school attendance, where it is apt to be neglected.

Assembly schools.

(3.) The Central Boards, as they act upon the schools more distantly, have modes of action accommodated to that circumstance. The General Assembly's Education Committee describe their superintending relation to the schools which they maintain, as follows: "The Assembly schools are, like the parish and other schools, superintended by the Presbytery of the bounds in which they are situate; the Presbytery consisting, like the other Church Courts, of lay as well as clerical members, and reporting yearly to the General Assembly, on the state of the schools which they have visited.

"The General Assembly schools are also superintended by the ministers of the parishes in which they are respectively situate. This superintendence includes the duties of promoting attendance at the schools; of seeing that the school is faithfully and efficiently conducted; of regulating some of the details of school management, such as the hours of teaching, the time of vacation, the rates of school wages, the exemption of poor children from school wages, or from the charge for school-books. The minister of the parish reports from time to time to the Assembly's Committee on the general condition of the school; he also certifies half-yearly that the school has been taught 'to his satisfaction,' and that school-books to a certain specified amount have been given gratis 'by his order.' It is understood that in most of these acts of superintendence and management the minister is assisted by the Kirk Session of the parish, consisting of lay elders; a direction to this effect, in reference to the schools superintended by the Church, was issued by the General Assembly at a very early period in the history of the Church.

* Tabulated Reports of 1856-7, No. 205.

"The Committee, consisting of clerical and lay members in nearly equal proportion, holds its meetings at Edinburgh. In general, it originates the schools in its connexion, after ascertaining, by correspondence with the parochial ministers, the stations at which the means of education were deficient. It maintains those schools by grants of salary to the teachers from the fund at its disposal, arising from annual Church collections and subscriptions. It appoints the teachers after due examination, and generally after they have been for some time in training at one or other of the Normal schools; being always ready, however, to entertain favourably any recommendation in this matter proceeding from the minister, the heritors, or others concerned. It removes the teachers when, after communication with the minister, heritors, or others concerned, it appears proper to do so. It supplies the necessary school-book gratis or at reduced prices. It requires from the teachers half-yearly reports on the state of their schools. It reserves the power of discontinuing any school, whensoever it may think proper. The office of the Committee in regard to the Assembly schools is defined in their rules and regulations; it grows necessarily out of their duty as administrators of the fund on which these schools are maintained, and in the exercise of every part of it the Committee represents the General Assembly."*

The like arrangements are employed, with little variation, in the superintendence of their respective establishments, by the Free Church Education Committee, the Society for Propagating Christian Knowledge, and the Gaelic School Society; not, however, by the Trustees of the Dick and Mylne Bequests, in respect to the appointment or the removal of teachers; these matters being otherwise regulated by the Statute for Parish Schools, to which alone these bequests have been directed.

The Central Boards provide inspection for the schools that receive their aid,—the Gaelic School Society, the Dick and the Mylne Trustees having each an officer occupied exclusively in this manner; and it may be noticed, that the first instance of school inspection so conducted in Scotland, was given by the Gaelic School Society in 1818—from which time till now, it has been continued by that Society without interruption.

The aid given by the Central Boards is ever in the form of salary, the amount of which is variable only with the varying state of the fund from which it is supplied, and not, except in one instance, according to any variation or any varying appreciation of the teacher's merits.

The management of the Central Boards thus appears to agree with that of the Committee of Council in important points; in the recognition of local managers, which, indeed, is so direct on the part of the Committee of Council, that they do not recognize any Central Boards themselves, when these happen to intervene; in requiring from the local managers periodical school-reports; in providing inspection; and the reserved right to appoint and to remove teachers seems to have its equivalent in the rules which require the teacher to hold your Lordships' certificate, and to acquit himself in his office, to your satisfaction.

Endowed schools.

III. The class of Endowed schools includes the Parochial, Burgh, and many supported more or less on mortified funds. The latter are 75 in number in the district assigned to my charge, and throughout Scotland they have been numerically estimated as follows: "The schools wholly or in part endowed from private sources are 744 in number. In this number are included, among others, the 232 schools belonging to the Society for Propagating Christian Knowledge. 2. The few which are maintained upon the mortified funds administered by the General Assembly's Education Committee. 3. The 146 Parochial schools in the three counties of Aberdeen, Banff, and Moray, which have the benefit of the Dick and partly of the Mylne Bequest. 4. 80 Parish schools aided by private endowments, chiefly in other parts of Scotland. 5. Those schools, 6 in number, the endowment of which consists merely in the school-house and the teacher's dwelling, provided from funds specially mortified to the school, and generally of a superior description."†

When the management is local, it proceeds in much the same manner as the local management of Subscription schools; but probably, for the most part, with somewhat less of action. The local management is sometimes vested in the founder's family; more frequently in parties likely to look well to the proper husbandry of the fund, or in parties who, like ministers, Presbyteries, and Kirk Sessions, have an official

* Minute by General Assembly's Education Committee.
† Report on School Endowments, General Assembly's Education Committee, 1854.

interest in the oversight of schools, and experience in their management. These two qualifications are not always to be found combined; and to choose betwixt them has been to the benevolent sometimes a cause of hesitation and delay in the execution of their purposes.

It is not known that the object of any school endowment has ever been in itself of an objectionable nature. But there are instances where the endowment in the course of time has become unnecessary for the purpose to which it was first destined; where, from its growth and its widened application, the trustees at first appointed have become no longer the most competent to the duties of the trust; where the funds have been misapplied, or where they have been lost. Of such cases, some remarkable examples are recorded in your Lordships' Minutes, and doubtless more might be adduced.

The Endowed schools which are not parochial, like those which subsist upon subscription, usually receive the visits of the Presbytery, but more frequently than happens to Subscription schools, their constitution places them in special connexion with the Church. Of the 744 Endowed schools above-mentioned, "601 are connected with the Church of Scotland, 213 of that number being so connected by their constitution as Parish schools. The rest appear to have been either originated or placed in that connexion by the will of the donor, or, existing already, they have been endowed on such conditions as establish their connexion with the Church; the school is declared to be under the 'superintendence,' 'supervision,' or 'cognizance' of the Church; or the endowment is placed under the administration of the Presbytery of the bounds, the Kirk Session, or minister of the parish, or the teacher is required to be in communion with the Church."*

The same class of Endowed schools desire the inspection which has been provided by your Lordships; but they receive it seldom, because they seldom receive the other aid to which inspection is conditional, and this happens because endowment does not constitute the voluntary subscription which is required for other aid, and because it tends to hinder subscription, by somewhat superseding it. There are but three schools of this class in the district under my inspection, which are receiving annual aid.

The three descriptions of school which have now been noticed, with their subordinate varieties, mark so many distinct forms of effort by which the country has spontaneously raised up a very large scheme of educational means; and it is important as well as interesting, to observe in what respects they exhibit a common policy. 1. In all cases, except the very few in which a pure charity was intended, the instruction is paid for by a rate of school-pence; the amount of which advances as the instruction advances, but throughout the scale is pretty well adjusted to the circumstances of the parents, insomuch that commonly all demand on this head is waived to parents deemed unable to answer it. 2. Salary is added to the school-pence, to make the master's income sufficient or secure, unless where both objects are otherwise attained, or where the means of salary cannot be found. 3. The school is under local management, which regulates all parts of its economy, including the appointment or the removal of the teachers, the rates of school-pence, the hours of teaching, and the subjects of instruction. 4. The managers are those who chiefly contribute to the maintenance of the school, or their representatives. 5. The school is very generally opened to the visits and examination of the local Presbyteries. 6. The Government inspection is very generally accepted, and this even independently of any pecuniary advantages that attend it. These arrangements freely adopted for the different descriptions of school-management are found to blend well together in compact systems of management; and each and all of them seem deserving of regard, as having been so freely and so commonly adopted; deserving also, for that reason, of the regard of the Legislature in any measures which may be proposed for extending and improving the means of education in Scotland.

The schools already endowed by Statute are the Parochial and Burgh schools. 1. The management of the former being explicity defined by the Legislature, and therefore well-known, need not be here noticed. 2. The Royal Burghs of the district are 15 in number. Of these one possesses no school established under the Act of 1803, the reason being that the "provisions of that Act do not apply to

* Minute by General Assembly's Education Committee.

the case of a parish which consists only of a Royal Burgh or part of a Royal Burgh," and eleven have each one school established under the Act of 1803, "the parish consisting of a Royal Burgh, and a landward heritor or heritors." In several of the parishes partly landward it is not certain that any school has been provided exactly in terms of the Act.

I have the honor to be, &c.
(Signed) JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1857, *on the Schools in* SCOTLAND, not *connected with the* ESTABLISHED CHURCH, *inspected by Her Majesty's Inspector of Schools,* JAMES CUMMING, Esq., LL.D., *and by Her Majesty's Assistant Inspector of Schools,* CHARLES E. WILSON, Esq., M.A.

MY LORDS,

Number of schools receiving inspection.

THE report which I now submit to your Lordships presents few circumstances to distinguish it from those of former years. The number of schools actually inspected by me, and by Her Majesty's Assistant Inspector who co-operates with me, is nearly the same as in last year. The whole number amounts to 409 schools, comprehended in 343 distinct institutions. The trifling decrease in the number inspected by myself, as seen in the tabulated reports, arises from the circumstance that a portion of time, which last year was given to the work of inspection, was this year occupied with the examination of the papers of candidates for Queen's scholarships. It must not, however, be inferred from this that the number of schools on my list is no greater than before. The number in these two years is nearly the same, because it is as much as we can overtake with due regard to other duties. The real difference consists in the number of schools which ought to have been, but could not be, visited by us; this is much greater than on any former occasion. In my last report I stated the reasons which rendered it generally difficult to visit more than one school in a day, namely, the largeness of most of the town schools, and the mutual distance of those in rural districts. From the latter of these causes it is frequently necessary to conduct the examination of the pupil-teachers on the same day that has been fixed for the inspection of the school, and thus, when a school is only large enough to be entitled to a single pupil-teacher, the day is fully occupied with the examination, first of the school, and then of the apprentice. I endeavoured to keep down the amount of arrear cases by avoiding those schools chiefly which required days to be spent in travelling to or from them. Hence the schools in Islay were left without inspection. As there was only one school in the Orkneys which it was necessary for me to visit, I managed to overtake it by crossing the Pentland Frith twice in the twenty-four hours, so as to inspect schools in Caithness on the days immediately preceding and following. Those in Mull and Skye I thought it right to

visit, as they had not been inspected before; but these, as well as the school in Stornoway, inspected by Mr. Wilson, necessarily occupied a considerable time. There are still schools in the western part of Sutherland and Ross-shire which I have never been able to inspect, though I should have been very glad, could I have reconciled it with feelings of more urgent duty, to pay them a visit.

Character of schools inspected.

I have now so often remarked on the character of the schools which I am accustomed to visit that there is little room for novelty in the observations which I have to make. The number of certificated teachers has been gradually increasing, so that seven-eighths of the schools are now under their superintendence. There is, therefore, an assurance that the masters in these schools possess a fair amount of preliminary qualification. Of course a large proportion of these are young men, in regard to whom it is to be hoped and expected that experience and practice will render their labours increasingly efficient and successful. It is only requisite that they should keep steadily in view the great objects of their calling,—to train and to instruct the youth intrusted to their care. There is still, perhaps, a temptation to have recourse to methods which relieve the teacher, by throwing additional and unnecessary burdens on the pupils. This has struck me particularly in regard to the teaching of grammar, which may, however, be referred to in illustration of a general principle. In inquiring how many of the pupils in a school were learning grammar, it has repeatedly happened that, after specifying a certain number of the higher pupils or classes, the teacher has expressed some hesitation about including others who had merely commenced the study. In these circumstances, I have requested him to let me hear a specimen of the instruction which they received, that I might judge for myself; and he has begun accordingly with the question,—What is grammar? The ordinary answer is given, and the question proceeds;—Into how many parts is grammar divided? Ans. "Into four; Orthography, Etymology, Syntax, and Prosody." I could not but pity the tender minds which were subjected to the process of mastering these hard and incomprehensible terms. I am quite aware that excellent scholars have been made by this kind of process. Indeed, I do not know any process by which excellent scholars may not be made if the teacher be himself master of the subject, and employ sufficient vigour and resolution in impressing it on his pupils. If the instrument "be blunt, and he do not whet the edge, then must he put to more strength." But this mode belonged to the time when the study of Latin was commenced by committing to memory

an indefinite number of Latin rules; when the masters professed, not to teach, but, to make the pupils learn; and when the learning was enforced by kinds of discipline which would now be regarded as showing a want of skill or sense in the teacher who should employ them. It is now understood to be the teacher's duty to establish a communication between his own mind and the minds of his scholars, and to make them understand while they learn; and, even with this instruction, abundant room may be left for the exercise of the memory, and the cultivation of its powers. Notwithstanding these remarks, I must observe that the instruction in our schools generally is, not only sound, but, judiciously given, and it may be said that there is none of them in which the essentials of a good common education may not be obtained. In all of them a foundation is laid on which a man of natural talent can raise his own appropriate super structure. This, however, is said on the supposition that the children or their parents avail themselves of the opportunities afforded. But the tendency to remove children from school at an early age has been often referred to, and I fear that there is some reason think that it is even on the increase; for, though the per-centage of children attending those schools which I inspect, whose ages are above fourteen, is probably larger than in any other district under inspection; yet it is not really large, and is smaller than it was when I commenced my labours seven years ago. In 1851 it was stated that the number of children above fourteen years of age was 5·27 per cent. of the whole, and in 1852 it was said to be as high as 8·16; last year it was 4·9, and this year, taking aided and unaided schools together, it seems to be about 5·01. It is right, however, to remark that the number who have attended school for five years or more would seem to have rather increased, amounting this year to not less than 7·88 per cent. These facts, supposing them to be accurately stated, appear to lead to the conclusion that an increase has taken place in the number of those who either attend infant schools, or form the youngest classes of the common juvenile schools. But it must be acknowledged that there is a degree of uncertainty in these returns, caused by the imperfect state of many of the school registers.

Attendance of children at school.

In other respects, however, there is much reason, after taking a retrospect of the last seven years, to congratulate the country and those who have been engaged in promoting the work of education. Not to refer particularly to the first of these years, when I was singly employed in my district for only a part of the year, I find, on referring to the report of 1852, that, with the aid of Mr. Wilson whose able co-operation I have

General progress of education in Scotland.

enjoyed since that time, I inspected 212 schools, in which there were 123 certificated teachers, and 384 pupil-teachers. During the past year we have inspected 336 schools (besides reformatories) with 297 certificated teachers and 649 pupil-teachers; and there is besides a considerable number of schools which we have not been able to overtake. Moreover, not only is the number of qualified teachers increased greatly, even in proportion to the increased number of schools, and the teaching power generally augmented and improved, but, by grants of books and maps, and of money in aid of the enlargement and refitting of the schools, these schools themselves have become better adapted for the purposes for which they were erected. Assuming that a similar improvement has taken place in the districts under the inspection of my colleagues, I may safely say that a greater impulse has been given to the cause of education in Scotland during the last ten or twelve years than at any period since the establishment of the parish school system; and in some respects the present mode of administration works more advantageously for the community than that justly celebrated system has done. I need only refer to two points. In the *first* place, security is taken that the teachers shall be acquainted with the practice of their profession, as well as with the subjects which they are required to teach. The election of the parish schoolmaster by the heritors and minister is unlimited, in its range, by any consideration of the previous employment or pursuits of the individual to be chosen; and, though his qualifications are tried by the presbytery, the trial extends only to his knowledge, and not to his aptitude to teach; and, even in regard to his knowledge, the question, I believe, is still unsettled,—whether the presbytery is entitled to extend its examination beyond the branches which the heritors think necessary to be taught in the particular school. That many qualified men were appointed in these circumstances is readily acknowledged; but that others were appointed of very indifferent qualifications can scarcely be denied by those who are aware of the facts. The terms on which your Lordships' certificates of merit are awarded, and on which the augmentations continue to be paid, afford an assurance that the teacher shall not be very deficient in respect of the attainments which he ought to possess. *Secondly*, in those cases of moral delinquency which are sure to occur from time to time in all large bodies of men, and which render it necessary for the public good that the office should become vacant, the process is now shorter and more decisive than it was under the older system. It is well known that individuals of notoriously bad character have

been allowed to remain in parish schools, in consequence of the reluctance of parties to incur the expense and (in some cases it may be added) the odium of a prosecution. Where such cases have occurred under the operation of the Minutes of Council, and I am sorry to say that one or two cases have occurred in my knowledge, the simple refusal to fill up the necessary certificates in order to secure both the voluntary contributions and the augmentation has been sufficient to secure the removal of the delinquent; and I may add, with regard to cases which call for pity as well as censure, the removal has been effected without a ruinous exposure. I should certainly regret if in this way the teacher were made to suffer from the caprice or ill-feeling of those with whom he had to do. No doubt the power exercised by the managers is great; but I cannot say that I have found it injuriously employed, nor do I think that there is much risk of its being so. It seems probable, though, of course, I cannot speak officially on the subject, that the influence of the proceedings of the Committee of Council (as well as the more partial but more direct influence of the Dick bequest) has tended to the improvement of those schools which are not immediately under their control. When one reflects on these improvements, no doubt it is mortifying to think that, with greater advantages than were ever before enjoyed for the attainment of education, there should exist so much indifference on the part of parents in regard to the securing of its benefits for their children. But it may, perhaps, be observed that the operation of particular influences on the national character is most discoverable, not in the generation in which they are at work, but, in that which immediately follows it. The existence of the indifference alluded to is not certainly to be traced to the efforts which have been made to promote education, but rather to those previous circumstances which made the efforts necessary; and, whatever means be adopted for overcoming this indifference in the meantime, it may be reasonably hoped that, when education has been generally diffused by such measures as are now employed, and when its advantages are seen and felt in the life and history of those who are now acquiring its benefits, the shame of being uneducated will revive, as it is said to have formerly existed among the poorest classes in Scotland.

Prize Association for Caithnessshire.

When engaged in inspecting the schools in Caithness, I took the opportunity of fulfilling a promise which I had made when I scarcely thought that my time would be so fully occupied with more imperative duties. The Edinburgh Caithness Association, composed of gentlemen connected by birth or property with the county of Caithness, have for a number of years

awarded prizes to pupils from all the various schools in the county, for eminence in a great variety of departments of knowledge. Particular circumstances had led them to desire that the determination of the prizes, at this time, should be made by one unconnected with the county, and they did me the honour to invite me to undertake the decision. To this object I devoted two days, one in Wick and the other in Thurso. The competitions were carried on in public meetings, presided over by the chief magistrates of these towns, and attended by a number of the clergy, and of intelligent laymen. The competitors appeared from a great number of schools in all parts of the county. One of the most pleasing circumstances connected with the examination was, that, some of not the least valuable prizes were carried off by young men from small schools, in districts of which I confess that I had never heard the names, suggesting the thought that substantial instruction was going on, though perhaps limited in its range, in adventure schools little known to fame. The exhibition of the attainments made in different schools by the pupils who competed successfully was calculated to show to the others the points in which they were defective, and the extent to which the deficiency existed.

Arbroath Educational Institution school.

Another competition of a different kind was conducted by me at Arbroath. The fees in the higher classes of the institution there had been objected to, as raising the school above the class for which the aid afforded by the Committee of Council was designed. It was agreed, however, to continue that aid, for a time at least, and experimentally, on condition that a certain number of scholars, drawn from the poorer schools of the town, should be admitted to receive gratuitous instruction. The number was to bear a definite proportion to that of the ordinary scholars, and the selection was to be made from those who might apply in the presence and with the concurrence of Her Majesty's Inspector. As a number considerably greater than could be admitted made the application, I had to take a principal part in deciding the choice. A slight inspection convinced me that it was desirable to form the applicants into two classes, a senior and a junior, as several of those who were not so far advanced as others in the *subjects* of their education seemed more likely to profit by the advantages which the institution affords. It is too soon to express a decided opinion on the results of this experiment, but I regard it with favourable anticipations, and shall be anxious to observe on a future occasion the progress made by those who were selected, and the desire excited among others to supply the vacancies that may occur.

Reformatories.

In the course of the year, I have visited the Reformatory institutions in Glasgow, Perth, Ayr, Kirkaldy and Dumfries.* In Glasgow and Ayr the instruction is imparted with great vigour and success. The feature which strikes one as distinguishing it most broadly from that in a common school is the advanced age of those in the alphabet class. This, of course, is what might naturally be expected in the circumstances, and helps to prove that the institutions are composed of those for whom they are intended. In the other institutions the moral and religious influences are more striking than the literary tone. But still the latter is satisfactory in the circumstances. In Dumfries I was particularly pleased with the result of an examination which I was led to make. The master had given a Bible-lesson on the history of Jacob, and I followed it up by examining on particular points of the history, as illustrations of the observance or violation of particular commandments. The readiness with which the precepts of the decalogue were applied to different incidents showed that the catechism had not merely been learned by rote, but that the meaning, at least of this part of it, had been apprehended.

Normal Colleges.

I regret that I have not been able to devote to the training colleges the time and attention to which they are justly entitled. I attended them only so far as to enable me to sign the requisite certificates regarding them. I have no doubt, however, of the fidelity and efficiency with which they are conducted. In the course of the present year, I hope to be able to inspect them more minutely, and to report more particularly. I beg leave, however, to submit a tabular view, similar to that in the close of my last year's report, of the students who were examined in June, and of the results of the examination :—

	Candidates.	Class 1.	Class 2.	Class 3.	Total classified.
In Edinburgh:					
Males, 3rd year	2	0	0	1	1
„ 2nd year	2	3	7	10	25
„ 1st year	33	6	13	10	29
Females, 2nd year	20	10	8	1	19
„ 1st year	34	10	4	2	16
	114	34	32	24	90
In Glasgow:					
Males, 2nd year	20	2	2	11	15
„ 1st year	25	3	7	5	15
Females, 2nd year	14	2	7	4	13
„ 1st year	39	1	3	10	14
	98	8	19	30	57
Totals	212	42	51	54	147

* My visit to Dumfries was subsequent to the period embraced by this report, but the institution had been inspected previously by Mr. Wilson.

Besides these, 14 in each of the training colleges were placed on the schedule, the much greater part of them being female students of the first year. It seems to be principally from some defect in this class, in whatever way it may be accounted for, that the number of successful candidates is smaller than last year. Still the number of those who have been classified is large, and it is gratifying to be able to add that it is not larger than the demand; for there are very few of those, I believe, who have completed their attendance at the training college who have not readily found employment.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856–7, ON SCHOOLS INSPECTED BY J. CUMMING, ESQ., AND C. E. WILSON, ESQ.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	288	11	39	28	271	18,478	14,049	13,799	14,363	39,954	297	649
Simple Inspection	48	1	8	4	38	1,385	1,474	1,440	1,592	2,858	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

—	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	1·62	5·05	8·55	11·28	12·3	12·3	11·56	10·95	8·8	7·14	5·05	5·2
Simple Inspection	2·27	7·	9·89	13·34	14·47	12·29	10·72	9·7	7·6	5·08	3·74	3·9

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	32·02	21·	16·82	13·12	8·72	8·32
Simple Inspection	38·48	29·01	14·03	7·24	5·27	5·27

Summary *b*.

Character of Instruction.

This Summary is confined to Boys' and Girls' Schools, and does not include Infants.
Number of Schools, out of 368 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught: Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scripture	165	40	165	40	—	—	—	—
Catechism	164	40	164	40	—	—	—	—
Reading	302	41	302	40	—	1	—	—
Writing	290	41	289	41	1	—	—	—
Arithmetic	290	41	287	40	3	1	—	—
Geography	303	36	293	34	4	2	1	—
Grammar	290	36	281	31	7	3	2	2
History	141	14	132	8	7	6	2	—
Music from Notes	7	—	7	—	—	—	—	—
Drawing	6	—*	6	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	322	13	2	330	3	–	322	5	3	287	1	11	316	13	5	337	1	–	277	–	–
Simple Inspection	42	4	1	48	–	–	38	3	4	29	–	3	32	3	6	46	–	–	1	–	–

Summary *d*.

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 274 (Annual Grants) + 38 (Simple Inspections) = 312* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	238 12 6	6,161 1 9	14,859 13 3	2,414 17 9	23,674 5 3	0 15 4½
Simple Inspection	46 0 0	528 9 10	886 5 6	202 14 0	1,663 9 4	0 14 3¾

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 274 (Annual Grants) + 38 (Simple Inspections) = 312* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.	Number of Children in Average Attendance in Schools to which Summary *d*. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	20,666 19 1	461 19 4	3,107 8 1	24,236 6 6	0 15 7¼	30,949
Simple Inspection	1,531 2 7	9 8 7	181 8 8	1,721 19 10	0 14 9¾	2,524

* The number of schools inspected during the year was 336; but from 24 of these no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY *e*.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government grants and all professional sources of income)	Annual Grants	£ s. d. 94 18 9	£ s. d. 65 7 9	£ s. d. 52 6 1	£ s. d. 37 5 1	£ s. d. 54 5 8	£ s. d. 21 13 11
	Simple Inspection	—	40 11 11	—	31 6 4	—	—
Number on which average is taken	Annual Grants	229	38	47	12	15	6
	Simple Inspection	—	28	—	11	—	—
Number provided with house or rent-free	Annual Grants	120	13	19	2	2	2
	Simple Inspection	—	18	—	7	—	—

SUMMARY *f*.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence, and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	243	32,116	9·23	39·63	29·48	9·34	12·32
Simple Inspection	24	1,841	24·44	42·64	26·18	5·6	1·14

GENERAL REPORT, *for the Year* 1857, *by Her Majesty's Inspector of Schools, the* Rev. THOMAS WILKINSON, A.M., &c., *on the* EPISCOPAL CHURCH SCHOOLS *inspected by him in* SCOTLAND.

MY LORDS, January 1858.

Preliminary observations.

I HAVE the honor to present to your Lordships my report for the year 1857, during which time I have been employed in inspecting schools connected with the Episcopal Church of Scotland, in preparing and revising examination papers, and in other duties entrusted to me by your Lordships. The nature and extent of those duties are shown in the summaries appended to this report, and in statements hereafter to be made. The chief statistical results concerning the several schools inspected during the year are exhibited in the usual form of tabulated reports, which is now printed separately for distribution throughout my district; and, though the information therein conveyed is brief and somewhat technical, it is generally understood and appreciated by managers of schools. The public at large, however, are more interested in the general results and impressions left on the mind of an Inspector by his year's labours; these, therefore, I now proceed to lay before your Lordships.

Increase in number of schools under inspection.

I record with great pleasure that, during the last twelve months, there has been a marked advance in the number of schools under inspection, several having been added to my list.

New buildings, &c.

New buildings, many of them handsome, and all of them capacious and most convenient in arrangement, have been completed or are now being erected. Some of these are most important undertakings, and reflect the highest credit on the promoters and managers, especially the new schools at Leith, Jedburgh, Port Glasgow, New Pitsligo, the erection of each of which must have cost a considerable sum of money. In several localities important additions and general improvements have been made; great attention has been paid to ventilation and heating; a more judicious arrangement of benches, and a better supply of school apparatus are also in

many schools abundantly evident. There are, however, not a few schools in which the higher educational requirements of the day call for improvement, both in regard to size and form of rooms, in which respects they are both insufficient and inconvenient, and otherwise unfit.

Registers of attendance, &c.

To the keeping of school registers increased attention seems to be given; the old forms used in our Episcopal schools having been superseded by one certainly in many respects superior to its predecessors, but by no means equal to many which I have seen. In some cases I have had to remark on mistakes in the method of striking the averages; in several I have not been able to obtain any special return of the average period per annum of each child's attendance in the schools in the receipt of annual grants. As a general rule, no registers of attendance have been kept from which such results can be obtained. If the school managers with whom I have to act would allow me to suggest the introducing of the Durham registers into the schools under their charge, it would not be difficult to collect trustworthy returns, which would show plainly to what extent our school system is meeting with the support of that class for which it is primarily intended.

Books.

The supply of books throughout my district is on the whole very good. The enlarged list of school books under the auspices of the Committee of Council, offered at reduced prices, and the arrangements for its annual revision and improvement confer a valuable boon upon schools, and advantage of it should be freely taken. I would here draw particular attention to the excellent progressive series of reading-books now in the course of publication, at a remarkably cheap rate, by the Christian Knowledge Society.

Increase and improved quality of teachers.

Not only as to the machinery of education in my district, but also as to the working power, I am able to report satisfactorily. There is a remarkable increase in the number and an improvement in the quality of the teachers. They are now better trained for their duties, and possess a more thorough knowledge of the subjects of instruction than they did a few years ago. The number of certificated teachers has increased 16 per cent. since Christmas 1856, and 65 per cent. since Christmas 1852. The pupil-teachers have risen from 30 in 1853 to 148 in 1857, being an increase of nearly 500 per cent. Thus far there is cause for satisfaction and prospect of improvement.

The following table gives the number of the schools inspected, and the number of teachers in each of the seven dioceses of the Scottish Episcopal Church:—

Diocese.	Boys' Schools.	Girls' Schools.	Infants' Schools.	Mixed Schools.	Total.	Pupil-Teachers.	Certificated Teachers.
Edinburgh	4	4	5	9	22	33	20
St. Andrew's, Dunkeld and Dunblane	1	1	–	10	12	20	10
Brechin	2	2	–	13	17	20	12
Aberdeen	4	4	–	17	25	13	10
Argyll and Isles	–	–	–	8	8	8	4
Moray and Ross	–	–	1	6	7	11	5
Glasgow	–	–	3	17	20	33	11
Total	11	11	9	80	111	148	72

General remarks on children's attainments.

The following table represents my opinion upon the state of instruction in the several schools inspected last year:—

Subjects.	Number of Schools in which Subjects enumerated			
	Are reported to be taught			Are the Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scripture	95	10	–	105
Catechism	93	9	–	102
Reading	82	22	–	104
Writing	93	11	–	104
Arithmetic	96	7	–	103
Geography	97	4	1	102
Grammar	82	12	1	95
History	25	2	–	27
Music	13	6	–	19
Drawing	4	–	–	4

A few remarks upon each subject may suffice to explain the marks, and to indicate the conclusions which may be fairly drawn from them.

Scripture, &c.

Great as is the difference in the various standards of attainments reached in the numerous schools which I have inspected, it is most satisfactory to find that the religious instruction almost universally holds its due place in the general business of each school. Those schools in which I have found that not only a correct knowledge of the leading facts recorded in both portions of Holy Writ has been secured, but that the children have learnt a good number of texts bearing on practical duties, and upon those truths which we consider essential to salvation (these facts and texts having been well explained in collective lessons by the teachers), such schools I have invariably noted as "fair." With regard to those schools which are marked "good or excellent," a higher standard of attainment has been reached. It is impossible to estimate too highly the value of this fundamental subject of religious instruction, and I refer your Lordships with great satisfaction to the two first heads of the foregoing summary upon the knowledge of Scripture and of Church Catechism shown by the children of the great majority of our schools.

Reading.

There is still too much occasion to notice defects in the reading. Many of the children in our schools read with hesitation; sometimes the reading is rapid and indistinct. Other faults, such as coarseness and broad provincialism, monotony and excessive loudness in one key, with an entire disregard of the sense and expression, are noticeable in many schools. In a few instances only do I remember good reading to have been made the subject of direct effort. Good reading should be an object of desire to a teacher; where such a teacher is fully alive to the importance of reading well, it will be noticed that he makes it the subject in all the reading of his scholars. When the matter is thus attended to specially, as well as through the direct influence of a well-cultivated intelligence, the result is certain. The scholars read with expression; the provincial accent is modified, and even the native Doric, which requires to be combated in every part of Scotland, begins to disappear from the pronunciation. I have only awarded the high mark "good" to those few schools in which the elementary lessons are conducted systematically and efficiently, and in which the elder scholars read with fluency, accuracy, and correct expression.

Writing.

The penmanship, which a few years ago was generally illegible and inaccurate, has greatly improved, though I do not observe an advance during the last twelve months equal to that of the preceding year. I strongly recommend the fair round hand as the best for our schools; and pains in teaching that well would be much better bestowed than in forming the angular writing now generally taught to girls. But more to be deprecated than defects in the form is the absence of care, order, and cleanliness; this I consider to be entirely owing to the want of efficient superintendence, and the necessary initiatory watching and help. In some schools a fasciculus of specimens is prepared to be exhibited at the visit of the Inspector; in these there is a remarkable superiority to the ordinary writing exercises, and a teacher could not probably adopt a more efficient means of improving this department than to fix it as a rule that the writing of every day shall be executed with the same care as the specimen for the Inspector.

Arithmetic, &c.

This branch of instruction, though on the whole improved during the past year, has not advanced in a degree equal to that reported in 1856. I should have been glad on this occasion to speak more favourably. Although there are many instances of efficiency, yet the cases of inefficiency are still numerous enough to warrant my pointing out what I conceive to be the causes of failure:—(1.) A defect in teaching the

simple rules; ignorance of notation is very general. (2.) Want of intellectual cultivation in the upper classes. (3.) Indiscriminate use of the black-board in *vivâ voce* teaching of arithmetic. (4.) Short methods without a perfect comprehension of principles. These appear to be the sources of much of the inefficiency I met with in my examination in arithmetic. At the same time, both in the simple and advanced rules, the appearance in not a few schools was excellent, many of the scholars showing considerable skill in method and rapidity of operation, and presenting on the whole very favourable specimens of training in this branch of education. The number of pupils studying mathematics is but small. Practical geometry, mensuration, and algebra, as far as quadratic equations, with a book of Euclid, were professed to be taught in some schools, and the result of examination in them was fair.

Geography. Several features of good teaching in this department have presented themselves. In two or three schools the teaching is of a superior kind, and the map drawing excellent. Physical geography is taught in a few of the better schools with a fair amount of success.

Drawing. In a few schools the pupils have begun drawing, but no remarkable advance or proficiency in this has been observed. In itself, and as an exercise refining the taste, this should receive encouragement from all connected with schools.

English grammar. I am unable to report favourably of the general condition of this branch of education. It is professed to be taught in most schools, and in a certain way it *is* taught, but it is merely the old system of taxing the memory to deliver abstract rules and examples by rote, without using the principles to illustrate the ordinary lesson; the same kind of unsatisfactory thing as teaching geography without maps. The result of such a system appeared in this, that, in one large school not one in a grammar class of eight boys, after having correctly defined noun and adjective, could tell, in the sentence "this is a fine day," which word was the adjective and which the noun. It is a subject of regret that, in many schools, I find teachers of superior attainments and intelligence failing in the particulars stated above, rather from habitual adherence to an imperfect system once adopted than from inability to pursue a better. The advantage of teaching the principles of English grammar orally and without reference to systematic rules or forms, and of applying it to the every-day lessons English reading, I have endeavoured to press on the attention of teachers and school managers. In a few schools English grammar has been acquired exclusively by oral instruction, and the appearance of such schools is admirable; they are, however, "few and far between."

An acquaintance with the meaning of words is exhibited in a few schools, and some knowledge of the more familiar portions of etymology (prefixes, affixes), which form such important aids to the intelligence of those who acquire no classical learning. Etymology.

As a general rule, it is not attempted to teach more than Scripture history, in which great accuracy is in many cases displayed, and the outlines of British history; but so much I have frequently found to be taught with satisfactory results. History.

Music appears to be exciting more and more interest, and to be appreciated as an auxiliary in the general work of education. The number of schools in which fair progress has been made, or is being made, steadily increases. Music.

Of needlework, which I barely noticed in my last year's report, I have this year also little to say. I fear that in some elementary schools the needlework is not in a very satisfactory state. Needle-work.

The infant schools are doing well. No addition has been made during the last year to the number under inspection. I am sorry that the number of them is so small; no scholastic establishment should be considered complete unless it provide a separate apartment for infants. There is a marked analogy between the functions of an infant school and those of a night school. Both are supplements to the ordinary juvenile school, the one at the beginning, the other at the end; and both are doubly important by the still growing tendency to remove children from the school to the field, the mine, or the factory, at the earliest possible age. Few as the infant schools are in my district they are all excellent, and I consider them the most satisfactory which I visit. Infant schools.

I regret to say that night schools, like infant schools, are far too rare in my district. Your Lordships have put forth a Minute for the encouragement of these institutions, and from the fact that only one evening school teacher has as yet been engaged under the Minute of 1 March 1855, I cannot but infer that the managers of Episcopal Church schools in Scotland do not generally understand the advantages afforded towards the maintenance of evening schools. By this Minute annual payments not exceeding 10*l.* are afforded to persons who, while engaged in other occupations during the day, are well qualified by inclination and ability to act as teachers in evening schools. The several conditions are set forth in the Minute of 1 March 1855, pp. 111, 112, in the volume of Minutes for 1854–5. Night Schools.

The pupil-teachers, as a body, are doing well. The general character which they bear, the conduct they exhibit, and their Pupil-teachers.

general aptitude for the work in which they are engaged have been, with very few exceptions, recorded by me as satisfactory. During the last six months the success of some of those young persons who commenced their apprenticeship in 1852, when the Scottish Episcopal schools were first put under Government inspection, and who have recently entered training schools high in the first class of Queen's scholars, has been very marked. When I consider the age, the number of these pupil-teachers (now about 150 in my district), and the creditable manner in which they have acquitted themselves in their competition for Queen's scholarships; when, moreover, I look at the homes from which many of them are taken, and the work they have to do, I cannot but feel that the public money thus expended on their teaching and training has not only been the means of raising these young persons intellectually, but has also, under God's blessing, greatly contributed to elevate their moral and religious character. I regret to observe that for several schools in populous localities it has been found impossible to procure candidates for apprenticeship, the inducement of higher wages for manual and outdoor labour than the amount of your Lordships' grants outweighing every other consideration in the minds of poor parents. The difficulty has been partially obviated by payments being advanced from school funds to meet your Lordships' conditional grants. And here, my Lords, I feel it to be my duty to urge on the clergy and school managers of my district the exercise of vigilant, careful, personal superintendence. This point cannot be brought too prominently forward. In ordinary cases no school thrives without this superintendence; and the absence of it, especially where there are pupil-teachers, is liable to such serious consequences that no managers, under a due sense of their responsibility, would venture to neglect so plain a duty. It is superfluous to comment upon the good effects likely to result from the judicious visits of the clergyman to his school; and any teacher who looks upon such supervison as an interference, or who is disposed to treat lightly any suggestions which come from that quarter, because they do not coincide with his own opinion, forms a most erroneous and inadequate view of his own true position, and of the duties of his minister. The necessity of this supervision is immeasurably increased when pupil-teachers are employed in a school. I firmly believe that the clergy and school managers do almost universally exercise a proper supervision over the teachers and their apprentices; and I shall be truly happy to find that my apprehensions are unfounded as to any deficiency in that close and personal intercourse which ought to be

Great difficulty in finding candidates for apprenticeship.

unvaryingly maintained between them. There have arisen within the last eight months, in my large district, one or two cases in which some casual circumstances led me to think that teachers might have failed to discharge towards their apprentices those duties of special instruction to which they were engaged, and for which, if discharged, they were entitled to considerable gratuities. I regret to say that in one case my suspicion was painfully confirmed, and no other course was left open to me than to submit the matter to your Lordships for further investigation.

Neglect of duty towards apprentices.

In the whole range of the social community there is no body of persons in whose integrity I should be more strongly predisposed to place unshrinking reliance than in our school teachers, male and female. Their antecedent history and training, the natural self-appropriation of the principles which they are continually inculcating and enforcing, the whole tenor of their apparent lives and character, combine, as a general rule, to inspire in me this unhesitating confidence. There are at present employed in schools which I have inspected, 39 certificated masters and 33 certificated mistresses. The total number of school teachers in my district is 111; and the managers of the schools express themselves to me, generally, in the highest terms respecting their conduct and attention to their duties; while the condition of their several schools, for the most part, verifies the justice of these encomiums.

Opinion favorable to teachers.

And now I am desirous, my Lords, of drawing your attention to the steady progress which, under the Minutes of August and December 1846, the cause of education has made throughout my district. The superseding in our schools of monitors by the appointment of apprenticed pupil-teachers, the training of a special body of men and women as teachers, the testing of their powers by examination, have not been in operation, so far as our Scottish Episcopal schools are concerned, for more than five years; and during this time it has been necessary to create among school managers, both clergy and laity, a feeling favourable to the supervision of their schools by an Inspector appointed by the Government; it has been necessary to raise the general standard of efficiency sought for in the schools, to provide a training college for future teachers, to increase the number, and to improve the character of school buildings throughout the land; and I cannot but feel strongly that, in the face of so many difficulties to overcome in the securing of these objects, very much has been accomplished, and with greater success probably than could have been expected. In 1852, when your Lord-

Operation of Minutes of 1846.

ships did me the honor to confer on me my appointment, there were not more than 32 schools under distinct teachers, which appeared to me at time to be in a position to benefit by the Minutes of 1846. The gradual increase from that date is given in the following table:—

NUMBER of Schools under distinct Teachers.

Diocese.	1853.	1854.	1855.	1856.	1857.
Edinburgh	12	12	13	14	15
St. Andrew's, &c.	7	11	11	11	14
Brechin	12	15	16	16	16
Aberdeen	7	10	10	11	14
Argyll, &c.	4	8	8	8	9
Moray, &c.	4	6	6	7	7
Glasgow, &c.	16	17	18	18	20
Total	62	79	82	85	95
Institutions.	62	98	102	105	111
Separate Schools.					

NUMBER of Certificated Teachers.

Diocese.	1854.	1854.	1856.	1857.
Edinburgh	9	14	17	20
St. Andrew's, &c.	5	7	9	10
Brechin	6	8	10	12
Aberdeen	8	8	11	10
Argyll, &c.	1	1	3	4
Moray, &c.	0	3	4	5
Glasgow, &c.	3	4	8	11
Total	33	45	62	72

The number of pupil-teachers is also advancing:—

Diocese.	1853.	1854.	1855.	1856.	1857.
Edinburgh St. Andrew's, &c. Brechin Aberdeen Argyll, &c. Moray, &c. Glasgow, &c.	30	70	107	120	148

I beg, leave my Lords, to draw from my experience of the past year, the following conclusions:—

1. The large and rapid increase in the number of schools, and of proportionate increase in the numbers of certificated and of pupil-teachers, indicate, unquestionably, that the establishment and maintenance of our schools by means of aid from public funds continue to find favour with the friends of education, and seem to be gradually taking their place as the general and recognized mode of providing instruction for the children of the labouring classes.

2. The great impediment to the working of the system is the early age at which children leave school.

3. To meet this evil infant schools should be everywhere established, the teaching of juvenile schools should be rendered as effective and as practical as possible, and greater encouragement should be given to the establishment of night schools or evening classes, for the completion of that education which the early removal to labour necessarily leaves unfinished in the day school. These night schools should be allowed to adapt themselves freely to the wants of each particular neighbourhood, and should be rendered as attractive as possible.

Normal college at Minto House.

In reporting last year on the state of the training institution at Minto House, Edinburgh, I noticed the change which had been made by the transfer of the establishment from the former premises at St. Andrew's Hall, Leith Wynd, to the present most commodious and favourably situated premises at Minto House. A plan of the buildings, with the proposed internal arrangements, supplied by the architect, had been previously forwarded for the approbation of your Lordships, and was confirmed. I am glad to be able to state that the work then contemplated has been successfully completed, and that suitable accommodation has been thereby provided for thirty students. The staff officers has undergone important changes since last year. The Rev. John Hunter, who filled the office of Principal for four years, has resigned his appointment; his place is now occupied by Frederick Rowbottom, Esq., a gentleman who, to sound scholastic attainments, unites in a singular degree many rare endowments for the important office of Principal. He possesses a thorough knowledge and clear appreciation of educational methods and influences. He is so well and so honourably known, his merits in the service of education have been so long recognised, through his successful connexion with Battersea Training College and elsewhere, that to bear testimony now to his superior qualities is wholly unnecessary. The office of Vice-Principal is held by Mr. James Moss, from Battersea College. Though he has been engaged here for a short time, he exhibits striking qualities as a lecturer, and his services will, I doubt not, be most valuable to the institution. Mr. Alexander Robertson, A.M., occupies the post of third officer as tutor, whose principal duties are those of lecturer in mechanics and natural philosophy, and for his office he shows superior qualifications. Frederick Meaten, Esq., a gentleman highly qualified for his office, has the charge of the musical department. To the foregoing regular officers of the institution I have much pleasure in adding the name of the Rev. C. A.

Officers.

Teape, Chaplain to the Bishop of Edinburgh, and Incumbent of St. Andrew's. Mr. Teape is Chaplain to St. Andrew's Hall; he has long taken a deep interest in the success of the institution as well as in the cause of education in general, and I rejoice in his valuable connexion with the institution. A time-table and a list of books are appended to this report; in the former all the domestic arrangements and the work done by the students are minutely given. Under the greatly improved management I am glad to record a corresponding improvement in the discipline, which is excellent. The students exhibit habits of studious, intelligent application, as well as of cheerful obedience to the authorities of the college. The number of students will shortly amount to eighteen, and many applications for admission are expected. The Principal takes the departments of English language, Scripture, history, and literature, &c. He also superintends the collective lessons given by the students in the practising school, and gives a series of lectures on school management. The Vice-Principal has charge of the mathematical, arithmetical, and geography departments. Alternately with the Principal, Mr. Moss gives lessons to boys before the students. Mr. Robertson has charge of the mechanics and natural philosophy departments. Music is taught on Hullah's system; drawing on the plan recommended by the Department of Science and Art. Great importance is very properly attached to the work of the school. On Fridays two lessons are given in presence of all the students and the officers of the institution. The first is a prepared lesson; the second is on any subject selected for the teacher at the moment. The students are required to take notes as an exercise in the composition of "notes of lessons." Two or three of the students are requested to note down specially anything worthy of remark, under the following heads:—

Time-table, list of books, &c.

Discipline.

Distribution of work.

1. Language of teacher.
2. Skill in management of class.
3. Method of the lesson.
4. Illustration and questions.

The special notes thus taken by the students are read before the whole body, who discuss the lesson along with the officers of the institution. This plan, I believe, originated with Rev. F. Temple, and it seems to create a lively interest in the teaching. A good library is in the course of formation for the use of the students. The Committee of the National Society have presented specimens of their most useful works. A depository of school books and materials at the institution has been established through the liberality of the educational committee of the Scottish Episcopal Church Society, a body of gentlemen always ready to support the cause of the instruction of the poor, and to whose courtesy and consideration I owe much

Educational machinery of institution.

both personally and officially. I trust, my Lords, that I shall not be chargeable with any official irregularity in expressing a hope that your Lordships may be pleased to make a grant to the institution of a copy of the several works on the list now available to the schools of the country subject to Government inspection. I beg leave strongly to recommend such a grant, and on the whole I feel justified in presenting the institution to your Lordships as a highly efficient establishment for the religious, moral, and professional training of teachers, and as fully deserving all the public support which existing regulations enable it to claim.

Conclusion.

In drawing this report to a conclusion, I have to beg to be permitted, as on former occasions, to express my best thanks to the Right Rev. the Bishops, the Rev. the Clergy, and the laity of the Episcopal Church of Scotland, from whom I have received so much sympathy and kindness, so much valuable aid and judicious counsel. I am bound to add that I owe a debt of gratitude to the clergy, which I feel most sensibly. I have received at all times and in all shapes the most frank, generous, and hearty assistance and co-operation from them all, and to express all I owe to them would be a useless attempt.

I have the honor to be, &c.

T. WILKINSON.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. T. WILKINSON.

SUMMARY *a*.

Attendance, &c.

Schools visited on account of	Number of Schools *actually inspected* between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*		In *Average Attendance.*		For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	71	13	20	6	49	3,688	4,077	3,150	3,643	8,716	62	127
Simple Inspection	24	-	6	-	18	440	612	381	504	1,372	-	-

Per-centage of Children on *School Registers*

(1.)—Aged

Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	4·83	8·09	12·62	12·9	13·72	11·3	9·65	8·77	6·88	5·37	2·97	2·9
Simple Inspection	3·61	8·28	12·69	11·1	10·22	11·01	10·31	8·72	8·46	4·5	4·67	6·43

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	43·65	24·18	16·52	9·42	4·2	2·03
Simple Inspection	41·63	22·62	19·34	9·25	4·53	2·6

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 106 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures .	81	24	75	20	6	4	—	—
Catechism . .	79	23	73	20	6	3	—	—
Reading . . .	80	24	65	17	15	7	—	—
Writing . . .	80	24	73	20	7	4	—	—
Arithmetic . .	80	23	76	20	4	3	—	—
Geography . .	79	23	77	20	1	3	1	—
Grammar . .	75	19	66	16	9	3	1	—
History . . .	24	3	23	2	1	1	—	—
Music from Notes .	17	2	12	1	5	1	—	—
Drawing . . .	4	—	4	—	—	—	—	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	82	1	1	81	1	2	82	1	1	79	—	—	80	2	2	81	1	2	89	—	3
Simple Inspection	20	3	1	21	2	1	21	2	1	22	1	—	22	2	—	24	—	—	12	—	—

Summary *d.*

Income and Expenditure.

Schools visited on account of	Aggregate *Annual Income*, as stated by Managers, of 61 (Annual Grants) + 18 (Simple Inspection) 79* of Schools enumerated in Summary *a*.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants .	88 1 2	1,843 13 9	1,326 1 10	880 5 11	4,138 2 8	0 15 7½
Simple Inspection	133 16 0	129 17 6	147 8 11	183 0 0	594 2 5	0 15 8

Schools visited on account of	Aggregate *Annual Expenditure*, as stated by Managers, of 61 (Annual Grants) + 18 (Simple Inspection) = 79* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary *d.* relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants .	3,378 4 5	241 12 8	922 18 11	4,542 16 0	0 14 11½	6,074
Simple Inspection	557 9 0	38 7 6	101 0 2	696 16 8	0 18 4½	758

Summary *e.*

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income) .	Annual Grants .	75 16 9	44 16 2	50 16 6	32 19 0	50 10 0	33 0 0
	Simple Inspection	—	39 16 0	—	19 11 11	—	—
Number on which average is taken	Annual Grants .	35	9	24	7	2	2
	Simple Inspection	—	9	—	9	—	—
Number provided with house or rent-free	Annual Grants .	16	4	7	3	—	—
	Simple Inspection	—	5	—	8	—	—

Summary *f.*

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	48	5,006	55·45	28·43	12·8	2·1	1·22
Simple Inspection	16	690	45·65	35·8	14·5	2·9	1·15

* The number of schools inspected during the year was 95; but from 16 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

Appendix B.

Time-Table of Episcopal Training College, at Minto House, Edinburgh.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6.45 to 7.45	S. Mark	Church History.	Bible History	Church History.	S. Mark	Bible History.
7.45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast.
8.30	Prayers	Prayers	Prayers	Prayers	Prayers	Prayers.
9 to 10	Euclid	Algebra	Euclid	Algebra	Euclid.	—
10 to 11	Arithmetic	Geography	Arithmetic	Geography	Arithmetic.	—
11 to 12	Map Drawing.	Mechanics	Algebra	Map Drawing	Geography, Palestine.	—
12.30	Dinner	Dinner	Dinner	Dinner	Dinner.	Dinner.
3 to 4	English History.	English Grammar.	English History.	Paraphrasing Blackstone.	English History.	—
4 to 5	Reading Blackstone.	Liturgy	Method	English Grammar.	Reading History.	—
5 to 6	Music	Drawing	Music	Drawing	Music.	—
6.30	Tea	Tea	Tea	Tea	Tea	Tea.
9.30	Prayers	Prayers	Prayers	Prayers	Prayers	Prayers.

Holiday on Saints' days, and return to tea at 7 o'clock.
On Sundays, repetition of Scripture proofs of the Church Catechism, from 9½ to 10¼ A.M., and reading Scripture from 7½ till 8½ in the evening.

Appendix C.

Text Books used at Episcopal Training College, Minto House, Edinburgh.

Subject.	Text Books.
Scripture	Reference Bible.
Church History	Robertson's History of the Christian Church. Palmer's History of the Church.
Liturgy and Catechism	Procter on the Book of Common Prayer. Dean Ramsay's Catechism. Scripture Proofs of the Church Catechism, S.P.C.K. (No. 4.)
Arithmetic	Barnard Smith's, De Morgan's, Colenso's, Tate's, Hind's
Euclid	Potts', Tate's Geometry.
Algebra	Wood's, by Lund; Colenso's, Parts I. and II.; Lacroix's.
Trigonometry and Mechanics.	Colenso's Plane Trigonometry, Part I. Goodwin's Mechanics, Part I. Tate's Exercises on Mechanics.
School Management	School Economy, by J. Symons. Normal School Manual.
English Grammar	Morell's Grammar. Morell's Analysis of Sentences.
Geography	Elements of Geography (Darton). Manual of Geography (W. Hughes). Black's Atlas. School Atlas of Physical Geography (National Society).
History of England	English History, S.P.C.K. Poole's History of England.
Vocal Music	Hullah's Manual. Hullah's Chants. Tilleard's School Music.

REPORTS ON NORMAL COLLEGES.

REPORT *on the* CHURCH OF ENGLAND TRAINING COLLEGES *for* SCHOOLMASTERS, *by the* Rev. F. TEMPLE, M.A., *late Her Majesty's Inspector of Schools;—for the Year* 1857.

MY LORDS,

THE inspection of the male training colleges in connexion with the Church of England, occupied me from April to November. The following is a summary of the results:—

The total number of students found to be in residence was 765. Of these 13 were in the third year, 227 in the second year, 440 in the first year. There were also 85 probationers admitted under the Minute of 2 June 1856, with the intention of competing for Queen's scholarships at Christmas; and this number was, of course, increased by many additional admissions under the same Minute between the dates of my visits and the time of examination.

The number presented as candidates for certificates at Christmas was 642; of these, 11 were in the third year, 212 in the second, and 419 in the third. The failures out of this number were, 1 in the third year, 20 in the second, and 33 in the first; of the first-year candidates, moreover, 56 were placed in the schedule.

The officers employed as lecturers were 95 in number. The total income was 37,490*l.*, of which 13,815*l.* was paid by the subscribers, 20,614*l.* was derived from grants made by your Lordships, and 3,041*l.* was paid by the students themselves or their friends.

It is impossible on looking at these results not to observe the fact that the number of students who remain for a third year is on the decrease. But the mere numbers are not enough to show what is still more important, that the class of students who so remain is not that for which the third-year course was intended. In drawing up the programme of studies, Canon Moseley expressed his opinion, that as a general rule, it was not advisable that students should remain more than two years. But he thought that there might often be cases in which it might be expedient to permit students of

more than usual intellectual powers to devote a third year to study, and so fit themselves for more than usual excellence in the work of education afterwards. The practical result, however, has by no means been what he intended. The students who remain to a third year are, in too many instances, those who, though qualified by attainments to pass your Lordships' examinations, yet are not in the opinion of the Principal fit to be sent out as schoolmasters. They are not the most vigorous, but the feeblest among the students. And though they unquestionably gain by another year's study, their colleges suffer by their presence, for it is a serious evil in such institutions that seniority should give the highest rank to the weakest intellects. In order to obtain the end proposed by Mr. Moseley, it would be necessary to grant scholarships for a third year to a select few of the students chosen by their examination. In this way I think that a very valuable class of schoolmasters would be obtained, who now, as it appears to me, are not made as useful as they might be for want of a training proportional to their powers.

In reporting on the training colleges last year, I spoke of their financial condition as suffering from causes which did not appear likely to last. The inspection which has taken place since has confirmed this opinion. The prospects of almost all these institutions have improved, partly from the operation of the Minute of 2 June 1856, partly from the steadily increasing number of pupil-teachers who are eligible for Queen's scholarships. Last year one or two of the training colleges seemed in imminent danger of extinction for want of a sufficient number of students to justify the expenditure on their training. This danger seems now to have completely passed away, and I have consequently felt myself at liberty to press on the managing committees of two of them the expediency of improving their buildings; one of these is the Worcester Diocesan Training College at Saltley, near Birmingham. This was originally intended to comprise a middle school, following the example set at Chester and York. For this purpose the plan of the buildings covered much more ground than was then intended for the students only; but the terms on which the education grant is voted by Parliament precludes your Lordships from contributing to the erection or support of a middle school, and the subscribers considered it best to finish first that part of their design for which they could obtain aid from the public revenue, leaving the rest to be completed at a more convenient time. The college accordingly consists of a large quadrangle, of which the front and the back are occupied, while the two sides are no more than shells, originally intended for dormitories and other rooms for

this projected middle school, but never completed. It is obvious that there are many disadvantages in carrying on the work of a training college in such buildings. The unfinished parts besides being very unsightly, are reservoirs of damp, dirt, and untidiness, and entirely break up the unity of the college. The intention of forming a middle school has meanwhile been completely abandoned, and, since the buildings at present used by the students are too small for the number and are otherwise inconvenient, it is obviously advisable to give up the whole college to the purposes of a training school, and to take the opportunity of making it as efficient for those purposes as possible. A better dining-hall and better lecture-rooms, better practising and model school-rooms, are very much wanted; and the drainage and the arrangement of the offices are susceptible of great improvement. And if space be found for rather more students than it was originally intended to have, it is not to be regretted, since with all its disadvantages this training school ranks high on the scale of efficiency. The other training college, in the case of which I have taken the opportunity of urging on the managers the expediency of improving the buildings, is that of Caermarthen. Here the lecture-rooms are small and ill ventilated, the masters' rooms not in a healthy position, the drainage bad, the offices and back premises inconvenient. These defects were pointed out by my predecessor, Canon Moseley, but the number of applicants for admission to the college did not at that time appear to justify more than a strong recommendation; nor till this year have I done more than repeat Mr. Moseley's representations. Now, however, the college is filling, and I was informed that one student had been already refused for want of room. There is, therefore, no longer any reason for delay, and I trust that steps will be taken forthwith to make this training school what it ought to be.

I have found everywhere increased attention paid to the professional part of the instruction. It is acknowledged on all hands that the business of the training colleges is not to make the students scholars or mathematicians, but schoolmasters. It is undeniably the first requisite for this purpose that they should themselves acquire some solid knowledge, and still more that they should learn by actual experience what is meant by labour of the brain. But though this is the first requisite, it is not all. And much can and ought to be done in the training college to give the future schoolmaster an insight into the practical working of an elementary school. It is true that he will gain this insight for himself within a dozen years after he has entered upon the practice of his profession; but in that case he gains it through failures and mistakes, by

which the cause of education is greatly discredited in public estimation, and by which the unhappy children put under his charge very seriously suffer. From some of these failures and mistakes he may and ought to be saved by the instruction given at the training college.

I took occasion last year to point out how this professional instruction depended for its efficiency on the right organization of the model and practising schools, and on the right adjustment of the relations between these schools and the training college. Several of the colleges have taken up the subject with an energy which promises the best results. At Battersea a new set of schools in a very convenient situation is already planned. At St. Mark's a large room for the use of the normal lecturer is to be added to the college buildings. At Durham a model school is being erected; at Winchester a convenient room is to be added to the practising school; a similar room has already been added at Caermarthen. At Exeter, where at my first visit I found no school at all that could fairly be ranked as a practising school, such a one has now been secured; it is not very well adapted for the purpose, and can only be recognized as a temporary and very inferior substitute for what is needed, but it is a step in the right direction. These improvements will be very far from accomplishing all that is required, but taken as a whole they are quite as much as could safely be done within a single year. In institutions such as the training colleges, all healthy improvements must be a work of time. They must not be additions fastened on outside by a superior authority. They must be the fruit of internal growth. It is still necessary energetically to direct the attention of the managers to the weak side in their system; but any pressure would do far more harm than good if it had the effect of injuring the work that is at present sound—the systematic and severe study.

The prevailing defect in the students considered as teachers is a want of simplicity, variety, and flexibility of language. Other faults are to be found in the students of particular training schools, but this is almost universal. When this deficiency in the power of expression arises, as it sometimes does, from an ignorance of the subject which the teacher has chosen for his lesson, it can only be said that he has shown want of judgment in selecting what he shall teach. But even when the teacher thoroughly knows his subject, nothing is more common than a failure in teaching it from want of suitable language. Sometimes the teacher is so completely under the dominion of technical terms, that if, as often happens, the children are not ready to understand them, he is completely at a loss to substitute less exact but more familiar

words. Still more often he cannot supply any expressions but those which he found in the book from which he obtained his knowledge of his subject, or those which were used by the college lecturer. Most often he does not discover that the apparent want of interest and apprehension on the part of the children is due to the fact that his language is not understood. But even when he perceives the fault, his attempts to explain too frequently remind the listener of Miss Edgeworth's well-known definition of the word "famous," and serve only to betray the poverty of his resources.

This defect in the power of expression must, to some extent, be charged to the previous education of the students. The pupil-teachers give very little time to reading, and very little to composition. I have myself been so much impressed with the need of giving them a definite course of English reading, that in the elementary schools which it was my duty to visit I endeavoured to introduce something of the kind (with the consent in each case of the managers), by giving them notice at each examination that their grammatical exercises at the next occasion would be entirely taken out of a particular poem. In this way they were induced to read Goldsmith's "Traveller" one year, and the "Deserted Village" the next. Had I retained my office it was my intention to have given them a book of Cowper's "Task" for the year following. In this way, without any addition to the work required of them, they might be encouraged to make themselves very familiar with a few standard English poems. And I know no better foundation for that cultivated study of English which ought to follow in the training schools than such a familiarity. I cannot, however, say what would have been the result, for a two years' trial does not give sufficient data for a judgment. But I feel tolerably confident that anything which would induce the pupil-teachers to read English and to learn considerable pieces by heart would greatly tend to assist the training schools in preparing them for their profession.

More might be done in the training colleges themselves, if the students had access to good English libraries, and had much more practice than at present in writing essays and paraphrases, and similar English compositions. There is not one training college with a library such as could give the students an idea of what English literature really is. The books put within their reach are for the most part text-books, manuals, and other such treatises of a purely professional character, not calculated to cultivate their knowledge of their own language. Besides such works as these the training school libraries contain little but presents given by friends,

who bestow only what they have found useless to themselves. Your Lordships' grants for the purchase of books are limited by the official catalogue, which is an excellent list for the use of elementary schools but does not contain what is needed for maturer minds. I think it would be well if training colleges were put on the same footing in regard to book grants that they hold in regard to apparatus grants. For the purchase of apparatus they are now allowed to make out a list at their own discretion, subject only to your Lordships' final approval on the report of the Inspector. The same safeguard would, I think, be enough for preventing any improper selection of books. And I believe that no money would be better spent at any training college than a couple of hundred pounds for the establishment of a good library, and a small periodical sum for maintaining it.

Familiarity with books from constant access to a good library leads to more reading than any one would expect who had not seen it tried. It is true that the time of the students is much occupied, and no large addition to their regular studies is perhaps desirable, or even possible. But much time is also wasted which might be turned to good account without any strain of either will or intellect, if the opportunity were given.

Writing English might, however, be permitted to displace some of the present work, not only without loss but even with a positive gain both in the Christmas examinations and in the ultimate professional success of the students. A weekly essay and a more frequent practice of paraphrasing would not anywhere much disurb the present routine. The students are already in the habit of writing paraphrases, though I do not think that I have anywhere found much appreciation, either on their part or on that of their teachers, of the real purpose of such exercises. The purpose is partly to cultivate variety of expression and partly, and chiefly, to teach a nice appreciation of the exact meaning and force of well chosen words. To produce this latter effect students should have their paraphrases very carefully compared with the original. The lecturer should point out why the author's expressions were preferred to those which might be substituted for them, should make the students feel the peculiar appropriateness or beauty of the words, the rhythm of the sentences, the balance of the periods. Such an exercise as this is of real value. But paraphrasing too often appears to me to retain its place in the lectures simply because it has a place in the Christmas examinations.

The instruction of the students in school management as distinct from class teaching must, of course, be dependent on the improvement of the model and practising schools. How

far this improvement can be carried, and how far thorough instruction in this subject is possible, even when the model and practising schools have been improved to the utmost, we have as yet no data for deciding. It is quite certain that by steady perseverance in this direction much more may be done than is done now. I do not know that I can add anything on this point to what was contained in my report of last year. But another year has still more forcibly impressed me with the expediency of opening the lecturerships now granted to lecturers in training colleges so as to include normal masters. At present the normal master is supposed to belong, in some way, to a lower grade than that occupied by the other college officers. Their subjects are worth an extra 100*l.* a year from the Government,—his is not. The result is that the students are impressed with a notion, of which nothing can disabuse them, that, however strong may be the opinion expressed by the Inspector on the importance of this part of their work, that opinion is not supported by your Lordships. But a still worse result is that the best men do not seek the office, but aim rather at being lecturers in mathematics or geography; and the few amongst the normal masters who rise above the ordinary level have no inducement thoroughly to study their subject. In fact in this, as in all other similar cases, the subject that remains unrewarded while all others are rewarded is sure to be neglected. And this is at present the case with the subject of school management.

I think more may be done in the training colleges to teach school management than is done at present. But I must add my conviction that when this part of the work is improved to the uttermost it will only become still more manifest that the training colleges cannot do everything. To make a finished schoolmaster, more undivided attention and a greater sense of personal responsibility is required than is possible to a student in a training college. And I am confirmed in my opinion expressed last year that the difficulty at present found in supplying school managers with masters who will not commence their work with a series of blunders will not be removed until it shall be the normal practice for students to go first as assistants before acting as head-masters. When I said this, I anticipated that many years must elapse before such a practice could become common, but I now think, from various symptoms, that the time is nearer than I believed; the supply of masters is beginning to overtake the demand; the principals are beginning to consider the possibility of the students begging that places may be found for them, instead of (as hitherto) managers applying for masters. And it will be easy, if due encouragement is given, gradually to accustom the students to

look to second rather than to head-masterships as the natural termination of their training. Nor do I think that the students will be very unwilling. They are by no means insensible to the advantages of thoroughly knowing their business before finally relying on their own powers for professional success. In several instances the principals have assured me that some of their best pupils would gladly have taken subordinate positions for a couple of years under well-known and successful masters.

The easiest means to give immediate encouragement to this mode of employing students fresh from the training colleges would be to open to them the assistant-masterships now given to pupil-teachers who have completed their apprenticeship. Such assistant-masters receive from your Lordships 25*l.* a year, without any reference to the salary, if any, which the managers may give. I have no doubt that managers would give more to secure trained assistants than they do now to retain old pupil-teachers, and in all the large schools the capitation grant would enable them to do so with ease. The trained teachers would unquestionably be far better than the present assistants, who are too often pupil-teachers who do not feel themselves competent to enter the Queen's scholarship examination; and thus the 25*l.* would be better spent, and the students would receive a most valuable addition to their training. Every training college would in this way have not one only, but many practising schools. For, in the majority of cases, a student would be recommended by the authorities of the training college as assistant to some former student of tried excellence. The communication between the student thus going out and the training college would still be kept up. He would not feel that he was out of sight, and left to depend entirely on himself. He would not find the methods, the subjects, the characteristic features of the teaching quite alien to all that he had hitherto learnt. He would pass by a natural gradation from the position of a learner to that of a teacher with no such breach of continuity as to destroy the value of much previous work.

And the head-masters too would probably be glad to keep up a high character in their former training college by doing their duty well to their younger colleagues. They would be glad to get the credit of success in training subordinates as well as that of success in managing their schools.

It is not possible to say beforehand whether the assistant-masterships as now paid would be a sufficient inducement to young students. I think they would. At any rate there is no objection in principle to this change, and it might be tried at once. To offer more than this involves an addition to the

present scale of grants which I am not at present prepared to advocate.

Besides the advantage to the students from this mode of employing them there would probably arise a great collateral advantage to the whole progress of education. For I believe that a good supply of assistant-masters would do more than anything else for the establishment of evening schools, and the evening schools are the best form at present attainable of that half-time system which so many are demanding. Parents cannot leave their children at school so long as would be good for them, because they wish them to enter upon the apprenticeship of life, that is, upon some form of labour. The rival claims of school and apprenticeship are thus perpetually in conflict, and a perpetual effort is made to fuse them into one. No one, indeed, proposes, and no one will propose, to bring school into apprenticeship, and ask the employer, not merely to teach the lad his business, which he does by merely overlooking his work, but, also to teach him arithmetic, or the like; this is obviously out of the question. But there is a constant demand upon those entrusted with education to bring apprenticeship into school, and to teach boys how to get their bread. What does this mean? Does it mean that the school is to teach boys special kinds of labour, or the general principles of all labour? If the latter, the parents would not be satisfied; for no lad, furnished only with general principles, could go forth into the world and get a living. In fact, the general principles of all labour is only another phrase for physical science; and we have but to give it the latter name to recognize how very far such teaching would be from meeting the demand of the parents. If, however, special kinds of labour be meant, we are obliged to ask, what? It is possible to name special kinds of labour suitable for the instruction of girls. For the sphere of female labour is the household, and the three forms of domestic work,—sewing, cooking, and cleaning—will, therefore, be certainly useful to every girl that passes through a National school. But it is quite impossible to find any three, or even any one, such employment for boys. And if the school makes a selection the result is that many more learn a trade than can possibly be employed in it afterwards. Nor is this all: it is quite impossible that, as a rule, the trade or handicraft should be taught well. I say, as a rule, for of course by some happy accident a school may secure a very good teacher of a particular handicraft. But, in general, the schoolmaster cannot undertake to give such instruction, and as a thoroughly competent tradesman would be very expensive, it is put into the hands of some one who cannot get his own bread by it, but who is supposed competent to teach others.

In the country, indeed, schoolmasters may undertake to teach gardening, and teach it fairly; but not better than I think actual employment could do, and without the possibility of so using the boys' labour as to make profit to pay them for it. The best solution at present attainable appears to be that combination of school with apprenticeship which is given by the evening schools. The more boys can be induced to go on with their education after their regular labour has commenced, the more likely is what they learn to seize upon their minds and influence their future life, the more likely are they to continue that cultivation which at present is broken off by the abrupt change from school to labour, and too often never resumed. To make the evening schools such as they should be for the purpose of continuing the education of boys who have passed through the National schools it is necessary to get good masters. Where an evening school is under the same management as the National school, the master of the latter may, if he has a proper assistant, take charge of the former also. But for this purpose a retained pupil-teacher is not enough. A trained assistant is wanted if the work is to be well done.

In ordinary cases an assistant is allowed in a National school as a substitute for two pupil-teachers. But when the master thus takes charge of an evening school, the assistant displaces only one pupil-teacher. I think the evening school of so much importance, that it would be well to allow the assistant without on his account diminishing the number of pupil-teachers at all; for there is full work for him. The head-master will take the National school in the morning, with his full staff of pupil-teachers, and the assistant will not be employed. In the afternoon the assistant will take the school, with all the pupil-teachers again. The pupil-teachers cannot, of course, be employed in the evening after so full an allowance of work. The two masters must, therefore, take the evening school themselves, and will find it quite enough for them. It will, perhaps, be long before evening schools can be made very efficient in the purely rural districts. Agricultural labour lasts so many hours and is so very fatiguing, that it is almost hopeless at present to attempt to carry on instruction in combination with it. By degrees, perhaps, arrangements may be made, as I know in some instances they have been made, for lessening the hours of labour required from children. But at present not much can be done. That, however, is no reason why schools of this sort should not be vigorously supported in the towns, where they are wanted very much, and can be easily got together and maintained.

Although I do not think that it would be advisable at present to attempt any other general combination of school

with labour than is supplied by the establishment of evening schools, I think it highly desirable to encourage the training colleges in their attempts to give some industrial training to their students. For every kind of reason, it is an advantage to a schoolmaster that he should not be totally helpless in handling any tools besides those of his profession. He is unquestionably better fitted for many a contingency, if he has some skill in gardening, carpentering, bookbinding, and printing. Several most praiseworthy attempts are made to teach gardening, which of all these is perhaps the most useful. At Winchester the instruction in gardening is particularly good, and includes a most useful branch of the art, the pruning of fruit trees. At Saltley, also, much is done, and well done, in this way; and St. Mark's and Exeter are making good beginnings. If a small grant were allotted to the purpose of encouraging these pursuits it would, I think, be well bestowed. A paper in horticulture and agriculture is of little use as it cannot count for much in an examination, and does not prove much in regard to the practical knowledge of the examined. But a grant of 1*l.* to every student who should show at the Inspector's visit a plot of garden ground in thorough order, and accounts for the preceding year properly kept, would induce the students to take pride and pleasure in what is now too often felt by them as a burden.

I have the honor to be, &c.

F. TEMPLE.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

TABULATED RESULTS OF EXAMINATIONS HELD AT CHRISTMAS 1857.

BATTERSEA (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 56 Candidates. / 55 Certificates. — Second Year { 48 Candidates. / 46 Certificates. — Third Year { 2 Candidates. / 2 Certificates.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious knowledge	1	2	–	52	27	–	3	14	2	–	5	–	–	–	–	–	–	–	–	–	–
Liturgy and Church history	–	7	–	15	21	–	34	16	–	7	4	–	–	–	–	–	–	–	–	–	–
Christian evidences (Students of 3rd year only)	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Grammar and English literature	6	–	–	25	18	–	25	27	–	–	3	–	–	–	–	–	–	–	–	–	–
History	–	–	–	26	18	–	25	25	–	5	5	–	–	–	–	–	–	–	–	–	–
Geography and popular astronomy	3	2	–	29	21	–	22	24	–	2	1	–	–	–	–	–	–	–	–	–	–
Arithmetic	9	–	–	18	3	–	21	25	–	8	16	–	–	4	–	–	–	–	–	–	–
Euclid (Students of 1st year only)	8	–	–	30	–	–	13	–	–	3	–	–	2	–	–	–	–	–	–	–	–
Algebra (Students of 1st year only)	7	–	–	17	–	–	22	–	–	10	–	–	–	–	–	–	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	5	–	–	22	–	–	17	–	–	7	–	–	5	–	–	–	–	–
Physical science (Students of 2nd year only)	–	–	–	–	10	–	–	2	–	–	–	–	1	–	–	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	4	–	–	18	–	–	11	–	–	3	–	–	–	–	–	–	–	–	–	–
Higher mathematics :—																					
Applied (Students of 3rd year only)	–	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–
Pure (Students of 3rd year only)	–	–	–	–	–	–	–	–	1	–	–	1	–	–	–	–	–	–	–	–	–
Book Work (Students of 3rd year only)	–	–	–	–	–	1	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Vocal Music	13	4	1	25	14	–	17	25	1	–	5	–	–	–	–	–	–	–	1	–	–
Welsh	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–
Drawing	–	–	–	10	5	–	23	13	–	19	23	2	4	7	–	–	–	–	–	1	–
School management	–	–	–	8	8	1	48	37	1	–	2	–	–	1	–	–	–	–	–	–	–
Reading	1	–	–	8	26	–	22	15	2	25	7	–	–	–	–	–	–	–	–	–	–
Spelling	–	–	–	49	48	–	7	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Penmanship (Students of 1st and 2nd years only)	–	–	–	13	7	–	21	33	–	22	8	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd and 3rd years only)	–	3	–	–	17	1	–	23	1	–	5	–	–	–	–	–	–	–	–	–	–

CAERMARTHEN (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 24 Candidates. / 8 Certificates. — Second Year { 11 Candidates. / 9 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	4	3	12	6	6	2	2	–	–	–	–	–
Liturgy and Church history	–	–	2	1	13	3	9	7	–	–	–	–	–	–
Grammar and English literature	–	–	–	3	11	7	13	1	–	–	–	–	–	–
History	–	–	–	1	9	7	7	2	6	1	1	–	1	–
Geography	–	–	–	2	13	8	7	1	4	–	–	–	–	–
Arithmetic	–	–	3	6	3	5	13	–	4	–	1	–	–	–
Euclid (Students of 1st year only)	1	–	4	–	11	–	5	–	2	–	1	–	–	–
Algebra (Students of 1st year only)	–	–	–	–	6	–	7	–	3	–	1	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	1	–	1	–	10	–	1	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	1	–	6	–	4	–	–	–	–	–	–
Vocal music	–	–	–	–	4	7	9	2	6	–	–	–	6	2
Drawing	–	–	–	1	8	2	12	3	11	4	–	–	–	–
School management	–	–	–	1	13	8	5	1	6	1	–	–	–	–
Welsh	–	–	–	–	–	2	–	1	2	–	1	–	–	–
Latin	–	–	–	–	2	–	2	–	2	–	–	–	–	–
Reading	–	–	8	2	13	5	2	3	1	–	–	–	–	–
Spelling	–	–	7	11	12	5	5	–	–	–	–	–	–	–
Penmanship	–	–	5	–	11	7	7	2	1	2	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	4	–	4	–	2	–	–	–	–	–	–

Caernarvon (Diocesan) Training College for Schoolmasters.

First Year { 15 Candidates. / 5 Certificates. } Second Year { 7 Candidates. / 6 Certificates. } Third Year { 1 Candidate. / 0 Certificate.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious knowledge	–	–	–	2	3	–	10	4	–	3	–	1	–	–	–	–	–	–	–	–	–
Liturgy and Church history	–	–	–	–	2	–	6	3	–	8	2	–	1	–	–	–	–	–	–	–	–
Christian evidences (Students of 3rd year only)	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–
Grammar and English literature	–	–	–	–	3	–	4	4	–	11	–	–	–	–	–	–	–	–	–	–	–
History	–	–	–	–	4	–	5	2	–	8	–	–	2	–	–	–	–	–	–	1	–
Geography and popular astronomy	–	–	–	–	–	–	6	7	–	9	–	–	–	–	–	–	–	–	–	–	–
Arithmetic	–	–	–	3	2	–	4	1	–	6	3	–	1	1	–	1	–	–	–	–	–
Euclid (Students of 1st year only)	–	–	–	5	–	–	6	–	–	2	–	–	1	–	–	1	–	–	–	–	–
Algebra (Students of 1st year only)	–	–	–	1	–	–	5	–	–	6	–	–	3	–	–	–	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	–	–	1	–	–	2	–	–	4	–	–	1	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	–	2	–	–	4	–	–	–	–	–	–	–	–	–	–	–	–	–
Experimental science: —																					
Organic chemistry (Students of 3rd year only)	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Inorganic chemistry (Students of 3rd year only)	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Natural philosophy (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Vocal music	–	–	–	–	1	–	2	4	1	2	2	–	1	–	–	–	–	–	10	–	–
Drawing	–	–	–	1	1	–	5	3	–	6	3	–	1	–	1	–	–	–	2	–	–
School management	–	–	–	–	–	–	5	6	–	7	1	1	3	–	–	–	–	–	–	–	–
Latin	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–
Welsh	–	–	–	1	1	–	–	3	–	3	–	–	–	–	–	–	–	–	–	–	–
Reading	–	–	–	1	–	–	4	2	1	7	3	–	3	–	–	–	–	–	–	–	–
Spelling	–	–	–	1	6	–	11	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Penmanship (Students of 1st and 2nd years only)	–	–	–	1	3	–	8	3	–	6	1	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd and 3rd years only)	–	–	–	–	2	–	–	1	1	–	2	–	–	–	–	–	–	–	–	–	–

Cheltenham Training College for Schoolmasters.

First Year { 50 Candidates. / 49 Certificates. } Second Year { 32 Candidates. / 32 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	24	13	25	16	1	3	–	–	–	–	–	–
Liturgy and Church history	–	4	7	6	24	18	19	4	–	–	–	–	–	–
Grammar and English literature	–	–	7	7	31	18	12	7	–	–	–	–	–	–
History	–	1	17	14	20	16	11	1	2	–	–	–	–	–
Geography	–	–	29	4	19	24	2	4	–	–	–	–	–	–
Arithmetic	20	–	22	13	6	17	2	–	–	2	–	–	–	–
Euclid (Students of 1st year only)	5	–	21	–	16	–	7	–	1	–	–	–	–	–
Algebra (Students of 1st year only)	4	–	14	–	21	–	10	–	1	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	4	–	17	–	17	–	7	–	3	–	–	–
Physical science (Students of 2nd year only)	–	2	–	14	–	2	–	–	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	1	–	5	–	5	–	2	–	1	–	–	–	–
Vocal music	–	2	1	3	17	16	24	5	1	1	1	–	6	5
Drawing	–	–	3	1	20	10	20	11	7	9	–	–	–	1
School management	–	–	6	4	44	27	–	1	–	–	–	–	–	–
Reading	–	–	33	13	17	15	–	3	–	–	–	–	–	–
Spelling	–	–	18	31	28	1	4	–	–	–	–	–	–	–
Penmanship	–	–	14	1	25	21	11	10	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	1	–	16	–	13	–	–	–	–	–	–	–	–

Chelsea, St. Mark's (National Society's) Training College for Schoolmasters.

First Year { 55 Candidates. / 44 Certificates. — Second Year { 37 Candidates. / 32 Certificates. — Third Year { 2 Candidates. / 2 Certificates.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious knowledge	–	–	–	20	19	1	31	16	1	2	2	–	2	–	–	–	–	–	–	–	–
Liturgy and Church history	–	2	–	8	14	–	34	19	–	12	2	–	1	–	–	–	–	–	–	–	–
Christian evidences (Students of 3rd year only)	–	–	–	–	–	1	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Grammar and English literature	3	–	–	18	11	–	25	19	–	13	7	–	–	–	–	–	–	–	1	–	–
History	–	–	–	7	17	–	28	11	–	13	6	–	6	2	–	–	1	–	1	–	–
Geography and popular astronomy	1	–	–	13	5	–	30	24	–	10	7	–	–	1	–	1	–	–	–	–	–
Arithmetic	–	–	–	14	15	–	22	15	–	13	7	–	6	–	–	–	–	–	–	–	–
Euclid (Students of 1st year only)	2	–	–	23	–	–	16	–	–	10	–	–	3	–	–	–	–	–	–	–	–
Algebra (Students of 1st year only)	2	–	–	12	–	–	8	–	–	7	–	–	–	–	–	–	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	4	–	–	12	–	–	11	–	–	10	–	–	14	–	–	–	–	–
English literature (Students of 2nd year only)	–	1	–	–	2	–	–	2	–	–	1	–	–	–	–	–	–	–	–	–	–
Physical science (Students of 2nd year only)	–	1	–	–	5	–	–	3	–	–	–	–	–	–	–	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	1	–	–	3	–	–	3	–	–	2	–	–	1	–	–	–	–	–	–	–
Higher mathematics :—																					
Applied (Students of 3rd year only)	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Pure (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Bookwork (Students of 3rd year only)	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Latin Prose (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
„ Poetry (Students of 3rd years only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
„ Translation (Students of 3rd year only)	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–
„ (Students of 1st & 2nd year only)	–	–	–	2	–	–	12	2	–	9	3	–	1	–	–	1	3	–	1	–	–
Vocal music	3	1	–	33	10	1	13	19	1	3	5	–	–	–	–	–	–	–	3	2	–
Drawing	1	–	–	5	4	–	18	10	–	19	15	1	8	3	1	–	–	–	4	–	–
School management	–	–	–	3	3	1	47	31	1	2	1	–	2	2	–	–	–	–	1	–	–
Reading	–	–	–	23	18	2	23	9	–	6	9	–	3	–	–	–	–	–	–	–	–
Spelling	–	–	–	36	37	–	16	–	–	3	–	–	–	–	–	–	–	–	–	–	–
Penmanship (Students of 1st and 2nd years only)	–	–	–	13	2	–	27	20	–	15	14	–	–	1	–	–	–	–	–	–	–
Inspector's report (Students of 1st and 2nd years only)	–	–	–	–	9	1	–	18	1	–	9	–	–	–	–	–	–	–	–	–	–

Chester (Diocesan) Training College for Schoolmasters.

First Year { 22 Candidates. / 22 Certificates. — Second Year { 14 Candidates. / 11 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	1	16	9	6	3	–	1	–	–	–	–	–	–
Liturgy and Church history	–	–	12	2	–	4	9	8	1	–	–	–	–	–
Grammar and English Literature	–	–	10	4	12	9	–	1	–	–	–	–	–	–
History	–	–	8	1	11	3	3	6	–	–	–	1	–	–
Geography	–	–	2	5	14	3	6	1	–	–	–	–	–	–
Arithmetic	4	–	16	1	2	12	–	1	–	–	–	–	–	–
Euclid (Students of 1st year only)	4	–	14	–	4	–	–	–	–	–	–	–	–	–
Algebra (Students of 1st year only)	–	–	5	–	7	–	4	–	2	–	2	–	1	–
Industrial mechanics (Students of 1st year only)	–	–	5	–	12	–	5	–	–	–	–	–	–	–
Physical science (Students of 2nd year only)	–	2	–	6	–	2	–	1	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	3	–	–	1	–	–	–	–	–	–	–
Vocal music	1	2	3	7	11	–	3	1	–	–	–	–	4	–
Drawing	–	3	6	–	10	3	3	6	1	2	–	–	2	–
School management	–	–	1	–	20	13	1	1	–	–	–	–	–	–
Reading	–	–	2	1	14	3	6	9	–	1	–	–	–	–
Spelling	–	–	18	14	4	–	–	2	–	–	–	–	–	–
Penmanship	–	–	11	–	9	9	2	5	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	4	–	8	–	2	–	–	–	–	–	–
Latin (Students of 1st and 2nd years only)	–	–	–	–	1	–	–	–	–	–	–	–	–	–

Chichester (Diocesan) Training College for Schoolmasters.

First Year { 6 Candidates. / 5 Certificates. — Second Year { 1 Candidate. / 0 Certificate.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	1	–	2	1	3	–	–	–	–	–	–	–
Liturgy and Church history	–	–	1	–	4	1	1	–	–	–	–	–	–	–
Grammar and English literature	–	–	–	1	3	–	3	–	–	–	–	–	–	–
History	–	–	1	–	3	1	2	–	–	–	–	–	–	–
Geography	–	–	1	–	3	1	2	–	–	–	–	–	–	–
Arithmetic	1	–	2	–	2	–	1	1	–	–	–	–	–	–
Euclid (Students of 1st year only)	–	–	3	–	2	–	1	–	–	–	–	–	–	–
Algebra (Students of 1st year only)	1	–	–	–	1	–	2	–	2	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	–	–	–	–	2	–	1	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	–	–	–	–	1	–	–	–	–	–	–
Vocal music	–	–	1	–	3	–	1	1	1	–	–	–	–	1
Drawing	–	–	1	–	4	–	1	–	–	–	–	–	–	–
School management	–	–	–	–	4	1	2	–	–	–	–	–	–	–
Reading	–	–	3	–	3	–	–	–	–	1	–	–	–	–
Spelling	–	–	1	1	3	–	2	–	–	–	–	–	–	–
Penmanship	–	–	2	–	2	–	2	1	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	–	–	–	–	–	–	1	–	–	–	–

Culham (Oxford Diocesan) Training College for Schoolmasters.

First Year { 27 Candidates. / 13 Certificates. — Second Year { 5 Candidates. / 5 Certificates.

Religious knowledge	14	–	–	3	8	2	4	–	1	–	–	–	–	–
Liturgy and Church history	–	–	5	3	11	2	11	–	–	–	–	–	–	–
Grammar and English literature	–	–	5	1	6	3	14	1	–	–	2	–	–	–
History	–	–	3	1	13	4	10	–	1	–	–	–	–	–
Geography	1	–	9	4	10	1	4	–	3	–	–	–	–	–
Arithmetic	1	–	4	1	7	4	9	–	3	–	3	–	–	–
Euclid (Students of 1st year only)	–	–	7	–	9	–	5	–	3	–	3	–	–	–
Algebra (Students of 1st year only)	–	–	3	–	8	–	8	–	–	–	2	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	4	–	7	–	13	–	3	–	–	–
Physical science (Students of 2nd year only)	–	1	–	3	–	–	–	–	–	–	–	–	–	–
Vocal music	6	2	7	3	10	–	3	–	–	–	–	–	1	–
Drawing	–	–	7	2	14	2	4	1	1	–	–	–	1	–
School management	–	–	1	–	15	5	3	–	2	–	–	–	–	–
Latin	–	–	–	–	4	–	1	–	1	–	–	1	–	–
Reading	–	–	9	–	18	4	–	1	–	–	–	–	–	–
Spelling	–	–	2	5	22	–	3	–	–	–	–	–	–	–
Penmanship	–	–	2	1	10	3	15	1	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	1	–	3	–	1	–	–	–	–	–	–

Durham (Diocesan) Training College for Schoolmasters.

First Year { 26 Candidates. / 23 Certificates. — Second Year { 10 Candidates. / 10 Certificates.

Religious knowledge	–	1	16	5	8	3	2	1	–	–	–	–	–	–
Liturgy and Church history	2	2	6	4	16	4	2	–	–	–	–	–	–	–
Grammar and English literature	4	1	8	6	8	3	6	–	–	–	–	–	–	–
History	3	–	14	6	7	3	2	1	–	–	–	–	–	–
Geography	4	–	15	5	6	3	1	2	–	–	–	–	–	–
Arithmetic	2	–	7	2	10	6	5	2	1	–	–	–	–	–
Euclid (Students of 1st year only)	2	–	14	–	4	–	5	–	–	–	1	–	–	–
Algebra (Students of 1st year only)	1	–	1	–	6	–	2	–	–	–	1	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	3	–	1	–	2	–	5	–	5	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	3	–	3	–	2	–	–	–	–	–	–
Vocal music	–	–	5	1	7	7	1	1	–	–	–	–	6	1
Drawing	–	–	8	–	13	4	4	5	1	–	–	–	–	1
School management	1	–	1	1	22	8	1	–	1	1	–	–	–	–
Latin	–	–	5	–	3	–	7	–	–	1	–	–	–	–
Reading	–	–	3	2	11	5	12	3	–	–	–	–	–	–
Spelling	–	–	12	10	13	–	1	–	–	–	–	–	–	–
Penmanship	–	–	7	2	13	4	6	4	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	4	–	5	–	1	–	–	–	–	–	–

Exeter (Diocesan) Training College for Schoolmasters.

First Year { 23 Candidates. 18 Certificates. Second Year { 3 Candidates. 3 Certificates. Third Year { 2 Candidates. 2 Certificates.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious knowledge	–	–	–	6	3	2	14	–	–	3	–		–	–	–	–	–	–	–	–	–
Liturgy and Church history	–	–	–	–	1	–	16	1	–	7	1	–	–	–	–	–	–	–	–	–	–
Christian evidences (Students of 3rd year only)	–	–	–	–	–	1	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Grammar and English literature	–	–	–	3	3	–	19	–	–	1	–	–	–	–	–	–	–	–	–	–	–
History	–	–	–	1	2	–	8	1	–	8	–	–	5	–	–	1	–	–	–	–	–
Geography and popular astronomy	–	–	–	1	–	–	13	3	–	8	–	–	–	–	–	1	–	–	–	–	–
Arithmetic	–	–	–	6	2	–	5	1	–	7	–	–	4	–	–	1	–	–	–	–	–
Euclid (Stud. of 1st year only)	–	–	–	8	–	–	8	–	–	4	–	–	2	–	–	–	–	–	–	–	–
Algebra (Stu. of 1st year only)	–	–	–	3	–	–	6	–	–	7	–	–	1	–	–	–	–	–	1	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	–	–	1	–	–	5	–	–	5	–	–	1	–	–	–	–	–
Higher Mathematics (Students of 2nd year only)	–	–	–	–	1	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–
Higher mathematics: –																					
Applied (Students of 3rd year only)	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Pure (Stud. of 2nd year only)	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Bookwork (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
English Literature –																					
Bacon and Hooker (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hallam and Macaulay (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Shakespere and Milton Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Vocal music	–	–	–	2	1	–	18	2	1	–	–	1	2	–	–	–	–	–	1	–	–
Drawing	–	–	–	18	–	–	4	1	–	4	2	1	1	–	–	–	–	–	1	–	–
School management	–	–	–	1	–	–	16	3	2	–	–	–	6	–	–	–	–	–	–	–	–
Latin	–	–	–	2	–	–	–	–	–	2	–	–	1	–	–	–	–	–	–	–	–
Reading	–	–	–	14	2	2	8	1	–	1	2	–	–	–	–	–	–	–	–	–	–
Spelling	–	–	–	15	3	–	7	–	–	1	–	–	–	–	–	–	–	–	–	–	–
Penmanship (Students of 1st and 2nd years only	–	–	–	8	–	–	11	1	–	4	2	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd and 3rd years only)	–	–	–	–	–	1	–	1	1	–	2	–	–	–	–	–	–	–	–	–	–

Highbury (Metropolitan) Training College for Schoolmasters.

First Year { 35 Candidates. 32 Certificates. Second Year { 23 Candidates. 21 Certificates. Third Year { 1 Candidate. 1 Certificate.

Religious knowledge	–	3	1	15	13	–	19	5	–	1	2	–	–	–	–	–	–	–	–	–	–
Liturgy and Church history	–	2	–	11	4	–	17	9	–	7	8	–	–	–	–	–	–	–	–	–	–
Christian evidences (Students of 3rd year only)	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Grammar and English literature	1	1	–	6	6	–	22	13	–	6	3	–	–	–	–	–	–	–	–	–	–
History	–	–	–	11	6	–	13	5	–	7	9	–	4	3	–	–	–	–	–	–	–
Geography and popular astronomy	–	1	–	9	2	–	23	17	–	3	2	–	–	1	–	–	–	–	–	–	–
Arithmetic	4	1	–	14	6	–	10	16	–	6	–	–	1	–	–	–	–	–	–	–	–
Euclid (Stu. of 1st year only)	4	–	–	15	–	–	13	–	–	3	–	–	–	–	–	–	–	–	–	–	–
Algebra (Stu. of 1st year only)	–	–	–	11	–	–	19	–	–	3	–	–	2	–	–	–	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	–	–	11	–	–	12	–	–	11	–	–	1	–	–	–	–	–
Physical science (Students of 2nd year only)	–	1	–	–	9	–	–	3	–	–	1	–	–	–	–	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	1	–	–	3	–	–	4	–	–	1	–	–	–	–	–	–	–	–	–	–
Latin (Students of 1st and 2nd years only)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
„ Poetry (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
„ Prose (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
„ Translation (Students of 3rd year only)	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Vocal music	2	7	–	3	9	–	23	7	1	7	–	–	–	–	–	–	–	–	–	–	–
Drawing	–	5	–	6	2	–	16	6	–	13	3	1	–	2	–	–	–	–	–	–	–
School management	–	–	–	3	3	–	30	20	1	2	–	–	–	–	–	–	–	–	–	–	–
Reading	–	–	–	5	2	1	29	9	–	1	6	–	–	6	–	–	–	–	–	–	–
Spelling	20	–	–	–	22	–	13	1	–	2	–	–	–	–	–	–	–	–	–	–	–
Penmanship (Students of 1st and 2nd years only)	–	–	–	2	7	–	21	13	–	12	3	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd and 3rd years only)	–	3	–	–	6	–	–	9	–	–	5	–	–	–	–	–	–	–	–	–	–

Saltley (Worcester Diocesan) Training College for Schoolmasters.

First Year { 24 Candidates. 20 Certificates. Second Year { 5 Candidates. 3 Certificates. Third Year { 3 Candidates. 3 Certificates.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious Knowledge	–	–	–	14	–	–	9	3	3	1	2	–	–	–	–	–	–	–	–	–	–
Liturgy and Church history	–	–	–	14	1	–	10	2	–	10	2	–	–	–	–	–	–	–	–	–	–
Christian evidences (Students of 3rd year only)	–	–	–	–	–	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Grammar and English literature	1	–	–	5	3	–	14	2	–	4	–	–	–	–	–	–	–	–	–	–	–
History	–	–	–	7	–	–	13	2	–	4	3	–	–	–	–	–	–	–	–	–	–
Geography and popular astronomy	1	–	–	7	–	–	14	3	–	2	1	–	–	1	–	–	–	–	–	–	–
Arithmetic	2	–	–	10	–	–	7	2	–	3	1	–	1	2	–	1	–	–	–	–	–
Euclid (Students of 1st year only)	1	–	–	12	–	–	8	–	–	3	–	–	–	–	–	–	–	–	–	–	–
Algebra (Students of 1st year only)	1	–	–	5	–	–	7	–	–	6	–	–	5	–	–	–	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	–	–	9	–	–	7	–	–	4	–	–	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	–	1	–	–	2	–	–	1	–	–	1	–	–	–	–	–	–	–
German Prose (Students of 3rd year only)	–	–	1	–	–	1	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
" Poetry (Students of 3rd year only)	–	–	–	–	–	2	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
" Translation (Students of 3rd year only)	–	–	–	–	–	2	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–
Vocal music	–	–	1	3	–	2	11	2	–	6	3	–	4	–	–	–	–	–	–	–	–
Drawing	1	–	–	5	–	–	–	2	–	13	2	–	5	1	–	–	–	–	–	–	–
School management	–	–	–	1	–	–	21	3	1	1	2	1	1	–	–	–	–	–	–	–	–
Reading	2	–	–	18	3	2	4	1	1	–	1	–	–	–	–	–	–	–	–	–	–
Spelling	–	–	–	14	5	–	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Penmanship (Students of 1st and 2nd years only)	–	–	–	6	–	–	11	2	–	7	3	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd and 3rd years only)	–	–	–	–	3	2	–	–	1	–	2	–	–	–	–	–	–	–	–	–	–

Winchester (Diocesan) Training College for Schoolmasters.

First Year { 23 Candidates. 13 Certificates. Second Year { 3 Candidates. 3 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	3	3	10	–	6	–	4	–	–	–	–	–
Liturgy and Church history	–	–	1	1	10	2	12	–	–	–	–	–	–	–
Grammar and English literature	–	–	1	1	11	2	11	–	–	–	–	–	–	–
History	–	–	3	–	10	3	4	–	1	–	–	–	–	–
Geography	–	–	3	–	7	2	12	1	1	–	–	–	–	–
Arithmetic	1	–	3	–	8	2	9	1	1	–	1	–	–	–
Euclid (Students of 1st year only)	–	–	11	–	9	–	2	–	1	–	–	–	–	–
Algebra (Students of 1st year only)	1	–	3	–	11	–	5	–	2	–	1	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	7	–	3	–	7	–	5	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	2	–	1	–	–	–	–	–	–	–	–
Vocal music	1	–	6	1	10	1	1	1	1	–	–	–	4	–
Drawing	–	–	2	–	7	2	11	1	3	–	–	–	–	–
School management	–	–	–	–	16	3	5	–	2	–	–	–	–	–
Reading	–	–	6	–	15	3	2	–	–	–	–	–	–	–
Spelling	–	–	8	3	14	–	1	–	–	–	–	–	–	–
Penmanship	–	–	5	–	10	1	8	2	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	1	–	2	–	–	–	–	–	–	–	–

York (York and Ripon Diocesan) Training College for Schoolmasters.

First Year { 33 Candidates. / 28 Certificates. — Second Year { 12 Candidates. / 12 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.		Third.
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	
Religious knowledge	–	3	7	9	26	–	–	–	–	–	–	–	–	–	
Liturgy and Church history	–	4	18	4	13	4	2	–	–	–	–	–	–	–	
Grammar and English literature	1	–	12	3	14	8	6	1	–	–	–	–	–	–	
History	1	–	12	–	13	9	7	3	–	–	–	–	–	–	
Geography	–	–	17	2	11	10	5	–	–	–	–	–	–	–	
Arithmetic	5	1	13	3	9	8	5	–	–	–	1	–	–	–	
Euclid (Students of 1st year only)	–	–	11	–	13	–	8	–	1	–	–	–	–	–	
Algebra (Students of 1st year only)	2	–	2	–	4	–	6	–	–	–	–	–	–	–	
Industrial mechanics (Students of 1st year only)	–	–	–	–	4	–	5	–	5	–	2	–	–	–	
English literature (Students of 2nd year only)	–	1	–	7	–	4	–	–	–	–	–	–	–	–	
Vocal music	1	–	7	3	17	8	6	1	–	–	–	–	2	–	
Drawing	–	–	5	–	9	3	7	8	10	1	–	–	2	–	
School management	–	–	5	1	21	10	6	1	1	–	–	–	–	–	
Latin	–	–	2	–	3	–	6	–	5	–	2	–	1	–	
Reading	–	–	13	2	9	9	11	1	–	–	–	–	–	–	
Spelling	–	–	18	11	15	–	–	1	–	–	–	–	–	–	
Penmanship	–	–	10	4	13	4	8	4	2	–	–	–	–	–	
Inspector's report (Students of 2nd year only)	–	2	–	4	–	5	–	1	–	–	–	–	–	–	

Appendix B.

Table I.

Expenditure for Year 1857.

—	Battersea.	Caernarvon.	Carmarthen.	Chelsea, St. Mark's.	Cheltenham.	Chester.	Chichester.	Durham.	Exeter.	Highbury.	Oxford.	Winchester.	Worcester.	York and Ripon.
Average number of Students in residence	110	42	43	102	93	40	13	43	45	66	39	30	53	62
Tuition	£ 1,334 0 0	£ 495 4 0	£ 540 0 0	£ 1,435 0 0	£ 1,051 16 0	£ 598 0 0	£ 281 11 6	£ 72 9 3	£ 424 4 0	£ 1,255 5 0	£ 560 0 0	£ 430 0 0	£ 546 0 0	£ 905 0 0
Cost of supporting Practising Schools, after deducting children's fees	62 10 0	—	50 0 0	102 8 11	97 15 7	30 4 0	—	—	79 11 3	25 11 6	84 13 4	10 0 0	14 7 5	—
Board, washing, and servants' wages	2,630 10 0	1,566 5 7	774 0 1	2,460 17 0	1,842 19 7	837 15 3	356 4 2½	740 1 9	793 1 2½	1,752 18 11½	1,025 0 0	509 6 6½	995 7 3	1,140 6 7
Fuel and lights	109 3 0	11 16 6	113 2 0	387 6 6	154 15 6		44 18 7	45 10 0	67 5 4	185 6 9		43 0 9	118 7 11	103 13 2
Other housekeeping expenses	70 7 9	—	70 15 3	103 12 0	226 15 4	—	31 14 3¾	62 6 11	20 2 8½	91 11 1½		5 9 0	2 4 11	140 12 2
Medical attendance	50 0 0	—	30 0 0	65 9 0	12 15 0	4 0 0	5 0 0	35 18 4	8 5 5	42 16 2		5 0 0	8 2 0	22 9 2
Books, apparatus, printing, &c.	108 10 8	105 19 11	45 10 6	171 17 5	162 9 6	39 19 2	12 5 0	49 16 8½	75 2 1	188 11 10	60 0 0	50 19 10	127 12 2	22 3 2
Rent, rates, taxes, and insurance	463 14 3	43 17 6	41 10 5	362 13 9	117 2 4	47 0 0	20 10 5	46 11 0½	108 10 5	64 4 6	50 0 0	9 12 8	81 7 8	77 13 11
Garden, farmhouse, &c.	120 16 4	—	—	53 2 11	24 0 0	8 10 0	4 13 7	12 3 7¾	42 15 6	12 7 3	—	12 6 3	56 9 8	91 11 8
Other current expenses	207 8 5	—	120 16 11	302 17 8	70 0 3	44 0 2	33 4 2	24 10 5	245 2 10	416 4 4	—	48 8 0	143 19 8	119 12 10
Total current expenditure	5,233 1 1	1,223 3 6	1,790 15 2	5,511 5 2	3,760 8 10	1,608 18 7	800 1 11	1,489 8 0½	1,870 0 9	3,834 17 5	1,779 13 4	1,214 13 10½	2,093 18 3	2,605 13 4
Averages	47 12 4½	29 2 5½	41 12 10¾	54 0 7½	40 8 8	40 4 5½	61 10 11	34 12 9	41 11 1½	58 2 1	45 12 7½	40 9 9½	39 10 2	42 19 3
Expenditure for additional buildings	617 12 10	1,625 2 5	312 17 6	—	—	—	—	714 2 0	—	—	—	150 0 0	—	—
Other expenses, not being current expenses	109 9 5	—	—	105 0 0	—	32 11 8	—	120 0 0	11 11 9	—	—	191 6 11	—	—
Total Expenditure	5,965 3 4	1,252 5 11	2,103 12 8	5,616 5 2	3,760 8 10	1,641 10 3	800 1 11	2,323 10 0½	1,881 12 6	3,834 17 5	1,779 13 3	1,555 0 9½	2,093 18 3	2,605 13 4

TABLE II.

INCOME FOR YEAR 1857.

—	Battersea.	Caernarvon.	Caermarthen.	Chelsea, St. Mark's.	Cheltenham.	Chester.	Chichester.	Durham.	Exeter.	Highbury.	Oxford.	Winchester.	Worcester.	York and Ripon.
Average number of Students	110	42	43	102	93	40	13	43	45	66	39	30	53	62
Endowment	£ s. d. 28 11 3	£ s. d. —	£ s. d. —	£ s. d. —	£ s. d. —	£ s. d. —	£ s. d. —	£ s. d. 18 0 0	£ s. d. —	£ s. d. —	£ s. d. —	£ s. d. —	£ s. d. —	£ s. d. —
Amount of annual subscriptions or donations, specially for the use of the Training College	396 6 6	108 17 0	263 9 0	237 19 0	296 18 6	—	289 14 0	412 0 0	555 16 8	1,365 7 11	300 0 0	303 7 4	475 14 6	—
Grants from Diocesan Boards of Education, or other public bodies; not including fees of Students	1,000 0 0	—	700 0 0	2,300 0 0	—	178 15 3	—	25 0 0	91 0 0	—	—	—	20 0 0	549 12 1
Fees of Students, paid by themselves or their relatives	89 14 6	—	255 8 0	514 3 0	282 12 6	140 12 6	137 3 0	132 11 2	404 10 0	281 11 0	270 0 0	143 15 0	126 6 0	218 9 0
Fees of Students, paid by private patrons	—	—			—	—	—	28 3 4		16 10 0		—		
Government Exhibitions for Queen's Scholars	2,414 15 0	217 10 0	481 5 0	1,771 0 0	1,801 1 1	707 5 0	115 0 0	688 15 0	414 0 0	1,058 0 0	460 0 0	529 0 0	678 10 0	1,152 0 0
Government grants in respect to Students	1,873 0 0	312 6 8		1,142 0 0	1,418 0 0	579 0 0	69 0 0	413 0 0	338 0 0	691 0 0	325 0 0	189 5 0	311 0 0	486 10 0
By exhibitions, founded by Diocesan Boards, or other public bodies; not including sums paid out of the funds of the Training College	—	—	45 0 0	—	—	9 7 6	—	—	—	55 0 0	15 0 0	—	40 0 0	—
By Exhibitions founded by private patrons	—	—	—	—	—	12 10 0	—	4 0 0	—	—	129 0 0	—	15 0 0	—
By collections made in churches for the general purposes of the School	—	—	—	—	—	—	—	—	5 9 4	163 13 9	—	381 10 8	16 3 9	—
By contributions to the building fund	—	344 1 0	—	—	—	—	—	714 2 0	100 0 0	—	—	—	—	—
By income arising from other sources	—	600 0 0	312 17 6	14 5 9	—	14 0 0	—	6 5 0	137 13 7	343 18 4	—	—	117 2 8	195 2 3
TOTAL INCOME	5,802 7 3	1,582 14 8	2,007 19 6	6,979 7 9	3,798 12 1	1,641 10 3	610 17 0	2,471 16 6	2,046 9 7	3,975 1 0	1,490 0 0	1,546 17 8	1,799 16 11	2,601 13 4

REPORT *on the* CHURCH OF ENGLAND TRAINING COLLEGES *for* SCHOOLMISTRESSES, *by Her Majesty's Inspector of Schools, the* Rev. F. C. COOK, M.A.;—*for the Year* 1857.

MY LORDS,

I SUBMIT to your consideration another general report on the training colleges for schoolmistresses.

1. The subjoined tabular statement shows that the general condition of these institutions has not undergone any material change.

	Accommodation for	In Residence Lady-day 1857.		Left between Lady-day 1856 and Lady-day 1857.		Admitted between Lady-day 1856 and Lady-day 1857.		Total Number trained since first Establishment.		Date of Establishment.
		Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	
Bishop's Stortford	57	20	20	11	7	9	14	39	17	1852
Brighton	40	8	26	3	11	7	13	7	93	1842
Bristol and Gloucester	75	17	30	2	7	9	23	7	17	1853
Cheltenham	59	52	7	30	16	35	7	78	246	1847
Derby (Lichfield Diocesan)	40	17	23	9	11	10	11	30	45	1851
Home and Colonial School Society's	191	98	72	27	58	51	54	133	2,760	1836
Norwich	40	15	9	3	7	10	9	17	18	1853
Salisbury	60	29	24	3	23	8	16	58	297	1841
Warrington	90	33	51	20	22	39	16	54	253	1841
Whitelands	108	105	3	42	9	54	3	120	311	1841
York and Ripon	30	13	12	8	8	6	14	22	161	1846
Total	790	408	277	158	179	238	178	565	4,199	
Similar Return for—										
1855	567	290	351	85	270	132	352	326	3,837	
1856	783	253	346	179	176	184	222	463	3,999	

These returns show that the number of students in residence falls short of that for which accommodation is provided by 105. In 1855 there were 226, in 1856 184, vacant places. It appears from the special returns that very few institutions received last year a much smaller number than they could accommodate. About 720, so far as I can judge, is the number which may be reasonably calculated upon as the average number in residence at Lady-day. The supply of teachers thus obtained is manifestly inadequate to the wants of the country, and I am glad to report that two new training colleges, one at Truro, the other at Durham, will ere long be open for the reception of candidates.

2. The number of Queen's scholars in residence last year exceeded by 155 that of the preceding year. A smaller number left, and a larger number was admitted. I have just received an account of the results of the last examination for scholarships, and find that the number eligible for admission this year is still larger. The numbers admitted during the last four years (including those of January 1857) have been 132, 148, 238, 399. A further increase may be calculated upon. This is satisfactory for many reasons. In the first place I have ascertained that the proportion of failures at the examination for scholarships is much smaller in the case of pupil-teachers than in former years. At the last examination 299 passed out of 329 candidates. This proves that the generality of schoolmistresses have bestowed due pains upon the instruction of their apprentices, and with greater success than formerly. Of these 299, 199 were in the first class. On comparing this return with that of the male pupil-teachers, I find that a larger proportion of the latter passed, only 14 failing out of 370 candidates, but that they were less successful in obtaining first-class scholarships.

	Candidates.				Pupil-Teachers.				Under Minute of 2 June.			
	No.	1st Class.	2nd Class.	Failures.	No.	1st Class.	2nd Class.	Failures.	No.	1st Class.	2nd Class.	Failures.
Males.												
Church - -	474	219	195	60	376	201	155	14	104	18	40	46
British - -	113	55	43	15	102	50	40	12	11	5	3	3
Roman Catholic	28	3	10	15	22	3	8	11	6	–	2	4
	615	277	248	90	494	254	203	37	121	23	45	53
Females.												
Church - -	476	256	143	77	329	199	106	30	147	57	43	47
British - -	85	41	25	19	60	34	20	6	25	7	5	13
Roman Catholic	59	12	31	16	42	9	27	6	17	3	4	10
	620	309	199	112	431	242	147	42	189	67	52	70
Grand Total -	1,235	586	447	202	925	496	350	79	310	90	97	123
		1,033				846				187		

As might be expected, those candidates, who had not previously been apprenticed in National schools, were not so well prepared in elementary subjects; yet 100 succeeded out of 147. This proves that the Minute which opened the scholarships to all young persons duly qualified is producing some results. In another part of this report I shall have occasion to state the vast importance of this Minute to the progress of education.

The proportion of those who leave annually to those who remain is noticeable :—

Year.	In residence.	Left.	Admitted.
1855 - - - -	541	355	484
1856 - - - -	599	355	370
1857 - - - -	685	337	416

Deducting from the number in residence the number admitted in each of these years, I find that the students in the *second* year of residence, bore the following proportion to the whole, and to those in the first :—

Total.	First Year.
57 to 541 -	- 494
229 „ 599 -	- 370
269 „ 685 -	- 416

Moreover, at the last examination, Christmas 1847 :—

149 candidates were at the end of their 2nd year.
548 „ „ 1st „

These results bear upon a question of the very highest importance. They prove that the proportion of those who receive a complete training of two years is *decreasing*. To what causes this may be attributed I would not speak confidently, but it is a very serious evil, and one which ought to be checked by every possible means. The following remarks may serve to put the matter in a clear and practical shape.

A residence of two years in a training institution is necessary for the thorough instruction of most students, and for the complete, practical, and efficient training of all. It is not possible to carry out both these objects in one year, and, unfortunately, from the force of circumstances, the latter, by far the most important of the two objects, (that for which these colleges were specially established, and which constitutes their special claim to support from the Government,) is practically found to be sacrificed, when students remain less than two years.

With reference to their instruction I am far from wishing that the students should learn a great variety of subjects. The course is, and ought to be, strictly limited to those points which are directly connected with elementary school work. But nearly all of the students require, and actually do receive in the training colleges, systematic instruction in the principles of what they have learned under less favourable circumstances. The knowledge they bring with them, according to the unanimous opinion of the chaplains and governesses, is for the most part inaccurate, incomplete, and more or less deficient in method. With the exception of a

few of the best Queen's scholars, this judgment is corroborated by the examination of candidates. Many show considerable ability and a fair amount of information; the memory, and, to a certain extent, the perceptive faculties, have received some cultivation. But it is certain that few have learned as yet to think correctly and to reflect; they are girls in mind as in age; the best among them have just received that amount of instruction, and arrived at that stage of mental development which enables them to appreciate and to profit by the lessons which are given in the training colleges, while a very large proportion have much to unlearn, and must pass some months of painful application before they are in a condition to receive real and permanent benefit. Dividing the students of the first year broadly into three classes, the highest may be easily prepared for the Christmas examination in the course of one year, and will certainly obtain first-class certificates, provided *that their time and attention* be all but exclusively occupied with their own studies; those of the second class can only supply the deficiencies and correct the mistakes of their previous education by unremitting exertions on the part of themselves and of their instructors; while those of the third class, the most numerous and not least important, are sure to fail, or at any rate to pass by sufferance in the schedule or third division, unless they give up all their time, not to acquiring a real mastery over the subjects, an intelligent perception of the principles, or a systematic knowledge of the subject-matter, but to the attainment of just so much information as may satisfy the lowest demand of a lenient examiner. The result of the last examination of the first-year students was, that 93 were in the first class, 212 in the second, 147 in the third, while 86 were partial or entire failures. So far as the mere knowledge of elementary subjects is concerned, I am convinced that few below the first class could conduct an intelligent pupil-teacher through the course of her instruction in a satisfactory manner, and I am certain that very few of the third, and none below the third, are qualified to take charge of a good elementary school. I repeat (not without sufficient cause, for nothing can exceed the misunderstandings and misrepresentations to which such statements expose me), that it is not the amount but the quality, not the extent but the accuracy of these students' knowledge which is in question. Those who stand last on the list, whose papers are all but an universal failure, possess a smattering of all subjects which are professed to be taught, and when placed in charge of schools are, as I can testify from my own experience, just those who are most likely to give offence by injudicious display, and by

attempting to introduce subjects wholly unsuited to the circumstances of the schools in which they are placed. The best, the simplest, and the most practical lessons are given almost uniformly by those who have distanced their competitors at the annual examinations.

I pass to the still more important question, as to what benefit a student who remains one year only is likely to receive from the system of professional training. They all know that their future position, the kind of school to which they will be appointed, the amount of salary, and of annual augmentation will chiefly depend upon their place in the class list. And although these is a real and important difference between the position of those who pass as first or second year students, neither they, nor for the most part the managers of schools, understand or care for this difference. They may, of course, if they are good and conscientious girls, wish to acquire more information upon school matters, but it is not merely their interest, to a certain extent it is their duty, (considering their position with regard to their former teachers, their patrons, and their parents,) at any rate and all cost to stand high at the Christmas examination. Now, it is a fact, of which they soon become aware, that the time spent in the practising schools in acquiring a thorough insight into the principles and methods, which are pursued in the training department, does not and cannot tell on paper. The best and most practical points are not producible. They know that they cannot attend equally to the school work and to their own improvement. They make the option in nine cases out of ten in favour of the instruction. I find all the teachers of method, the chaplains, and superintendents, agreed upon this. The students who intend to remain one year, and one year only, cannot be made to give their minds to the higher and special object of their training. Nor should the fact be lost sight of, that while girls of ordinary capacity and imperfect attainments feel, and that very justly, that their only chance of passing the ordeal of an examination is an exclusive devotion to their own studies; the most intelligent, just those who have the special qualifications of good teachers, real love of learning for its own sake and for that of their future pupils, will be most entirely absorbed by the new and striking forms which their studies assume when handled by an able lecturer. The clever and the dull alike, with distinct, but almost equally powerful inducements, are inevitably drawn away from the practical business of a training college when they know that they will not remain after the first examination.

The case is very different with those who know from the beginning that they will remain two years. In the first place, they are aware that their future position will not depend upon the first, but upon the second examination, and that their places then will be to a great extent influenced by the Inspector's report upon their practical ability and character as teachers. There must, therefore, be far less excitement, less hurry and straining, less nervousness and irritation, whether they are quietly attending to lectures, which they know they will hear again, or engaged in the practising schools, where, as they know well, they can alone see a practical exemplification of the system adopted by their professional instructor. They know that there is abundant time to go calmly and thoughtfully over the whole course of their studies, to supply deficiences, and to mature their knowledge. These circumstances produce a marked contrast between the students of the first and second year, a contrast obvious even to a casual observer, who can scarcely fail to remark the anxious and excited manner of the one class and the quiet self-possession of the other. The superintendents, who have watched the working of the system with the greatest care, have frequently called my attention to this fact, and assure me that the difference is most real, and extends to the whole character and habits of the students.

The results of the second year's examination have been tolerably uniform of late. Three only failed in obtaining a place in the class list out of 149 candidates. The remainder have certainly acquired that amount of knowledge which will enable them, so far as knowledge is concerned, to be efficient teachers of elementary schools.

The quantity of time, which ought to be employed in learning the art and practice of teaching, will be better estimated by reference to the system now adopted with more or less completeness in all the female training colleges.

1. Each student is made to observe an entire course of lessons in every elementary subject. She takes notes of all that she observes. She has to state how far the method of teaching agrees with that which she has learned as pupil-teacher, or in what respects it may differ from it. The reason why any special method is adopted is carefully explained by the lecturer or professor charged with the superintendence of the practising schools. This course occupies a considerable time; not less than three months, and indeed ordinarily six months, when it is thoroughly done. The entire value of the course depends upon the care, the thoughtful earnestness of the student and her instructor. If her mind has another object, little or no impression is made. I doubt very much

whether such an allotment of time is seriously attempted in colleges where they have made up their mind to train one year students.

2. Every student, having thus learned the system to be pursued, conducts a series of classes through an entire course of instruction in each elementary subject. Where the teacher of method does the work efficiently, it implies all the following processes. The student must give in a written account of what she intends to do each day; she must previously be well informed as to the circumstances of the class, the age, character, and attainments of the children; while she gives the lessons, she must be watched constantly by a junior student, occupied in taking notes, and she ought to be, and generally is, superintended at intervals by the teacher of method. After the lesson she must be criticised, her mistakes must be corrected, and she must be made to feel exactly in what respects she has satisfied or fallen short of the requirements of the institution. All this requires much time, much patience, and it certainly will not be done unless all parties concerned are equally convinced of the practical and paramount importance of professional training.

3. The collective lessons, of which I have frequently spoken in former reports, require great care, or they are worse than useless. The characteristic defects of this system, when injudiciously taught, are precisely those which a hasty and superficial course of training is calculated to draw out. Self-consciousness, fondness of display, partiality in dealing with the children, utter unsuitableness of the subject-matter, of the illustrations or methods, are faults only overcome by the most conscientious students under the ablest teachers. No student ought to attempt to give these lessons until she has thoroughly understood the principles of the professor—has watched every variety of lessons given by her seniors, and learned to distinguish between the substantial advantages attainable by earnestness and sound judgment, and the fallacious results of a merely mechanical system. It would certainly be a great evil if the students were to leave training colleges without having watched many such lessons, which are especially valuable on account of the criticisms, never heard under circumstances equally calculated to elicit the real feelings of the students, or to illustrate the principles which underlie the system adopted by the teachers; it would be a still greater evil if the whole were got up hastily, attempts encouraged, and unsatisfactory results tolerated; but one or other of these alternatives is all but inevitable in the case of those students who remain only one year.

4. The most important fact is that the character of a student requires time to develope itself. A careful professor, who observes faults of disposition or of temper, of want of thorough conscientiousness or of common sense, will take measures gradually but effectually to correct and amend them. During the first six months he will be chiefly an observer, during the next, he will be satisfied to produce the right impression; to give the right direction to a student's character; to inculcate just principles of action, and if in the course of the first year the combined influences of the superintendent, the teachers, and the more advanced students have produced this result, all will work together confidently during the next year, when a superstructure may be safely completed upon foundations thus carefully laid.

5. I must not omit the very important consideration that the general tone of the establishment depends mainly upon the influence of the second-year students. There can be no traditional character, no general and permanent influence, no habitual modes of thought and feeling, where the whole or even the great majority of the students are withdrawn yearly. When students find others in residence, they look up to them naturally as their models, and derive from them their first and deepest impressions as to the character and objects of the institution; and just in proportion as an institution has done its proper work, and as its influence is beneficial, is such an effect indispensable to its enduring results.

The principals and superintendents, all of whom I have frequently, and especially in the course of last year's inspection, consulted upon this point, are quite unanimous as to the importance, and most of them are convinced of the *necessity* of two years' training. All are agreed that the formation of character, the thorough amendment of personal habits, the inculcation of just views as to a student's future position and duties, though kept in mind from the first entrance as the primary and paramount object of every institution, cannot be matured and completed in a shorter period. At some institutions the managers refuse to admit any who will not pledge themselves to remain two years. I believe that they act most wisely; and considering that there will be every year less difficulty in procuring a large supply of candidates, and consequently less risk in imposing unpalatable though necessary conditions, I think there is reason to hope that this example will be generally, if not universally, followed. In fact, I think that it ought to be a rule stringently observed, with the single exception of persons above thirty years of age, who have previously been in charge of elementary schools, and

enter the colleges on the recommendation of Her Majesty's Inspectors in order to improve their knowledge of method, or to obtain the requisite instruction for a certificate.

I believe the chief cause of the present evil to be the false estimate which the pupil-teachers, their relations and friends, and very frequently their patrons, entertain as to their attainments and other qualifications. They have no doubt that they can acquire whatever information may still be needed for the mistress of an elementary school, and obtain also a sufficient acquaintance with the best method of teaching in twelve months. The preceding remarks may have sufficiently shown the fallacy of this expectation; but I certainly have little hope that any arguments will persuade forward girls or sanguine relatives that their deficiencies of knowledge or imperfections of character require a lengthened period of careful training. So long as they feel that they can get through their training in one year, not many will have the good sense to determine to remain longer.

It seems to me that effectual remedies might be applied. Of one I have spoken, that is, a general determination of the managers only to admit students pledged to go through the two years' course of training. Another I propose with no doubt as to its justice and expediency, but with some fear lest the general opposition which may be anticipated from the friends of the pupil-teachers may prevent its adoption. I would not have the first-year students classed as at present; I would propose simply that the training colleges should be informed how many of them have passed, how many are placed in the schedule, how many have failed, but I would abolish the distinction and the name of classes. The students might be arranged in two divisions, or their names might be ranked in order of merit for the information of the managers and for their own encouragement. But they ought to feel that the distinction of classes is to be reserved for those who really have gone through an entire course of training. To obviate the only objection, which appears justly applicable to the principle of such a regulation, I would recommend that students of thirty years, having previously been assistants or mistresses in schools, should be ranked as second-year students.

Lastly, I recommend that students who are placed in the schedule at the end of the first year, give lessons and read in the presence of Her Majesty's Inspectors at the usual time of inspection, and that the marks which they get for their exercises shall be placed to their account at the ensuing examination. This will have the twofold effect of deterring all, who are in doubt as to their success, from leaving, and of giving a

practical direction to the minds of those who may thus partially have failed.

I proceed to consider two subjects nearly connected, and each of peculiar interest and importance,—the industrial or domestic training, and the general demeanor of the students.

I am not able to report that the training colleges have taken any effectual measures to increase the instruction in matters of domestic economy. It is, however, certain that the general conviction as to the importance and necessity of a certain amount of useful information, and practical training in this subject is fully shared by the superintendents generally, and by the managers of many of these institutions. Much has been done already to carry out these views at Whitelands, the Home and Colonial, and elsewhere, but much more, as I am of opinion, can be done even in those colleges where most attention has been bestowed upon the subject, while the entire want of means, or the disinclination to use them, which cannot be denied still to exist in more than one place, must be regarded as serious defects, and seem to call for some special regulations.

The extent to which it is desirable that such training should be carried must be determined with reference to the future duties and position of the students. So long as it can be said with truth that a large number of them are found incapable of managing their own housekeeping with due regard to comfort and economy, and unable to instruct their apprentices and elder girls in matters upon which the well-being of poor families chiefly depends, or even to take charge of the industrial department in a good school, the training must be admitted to be insufficient. But these objects cannot be attained unless every student has access to kitchens, laundries, &c., not only adapted for the ordinary supply of a large institution, but with a special department for the use of the pupils, and unless she receives, moreover, regular instruction on all these matters under the superintendence of a competent matron. When due care is taken, and a real desire felt to make the most of all opportunities, it is certain that students may, and do learn to be thoroughly good needlewomen, to cook, to wash, to keep a small household in good order, and to take charge of a sick-room. In the institutions, which have been erected or enlarged of late with assistance from your Lordships, there is generally sufficient space and accommodation for all necessary appurtenances; when they are wanting, a strong recommendation, with the offer of a considerable grant towards the expense, will probably secure the requisite additions.

Closely connected with this subject is the other not less

important one, which touches the personal habits, dress, manners, and demeanor of the students. All persons who are at all conversant with the state of public opinion, with the condition of elementary schools, and with the circumstances on which the improvement of the labouring classes depends, are fully aware that very much remains to be done in order to satisfy the reasonable expectations of school managers on this head. I am far from saying, and, indeed, I do not think, that the students are more injudicious than formerly in their expenditure or in the style of their dress. Great pains are everywhere taken by superintendents to check any such tendency. But I do feel the great force of the assertion, that many schoolmistresses trained in these institutions, and sent out with high characters for information and professional ability, do not offer in their own persons and homes a model and example to the wives and sisters of respectable artisans. Whatever can be done to give more effect to the intentions of the managers, and to the exertions of the superintendents, ought to be attempted at any cost of trouble or inconvenience; but it obviously must be done chiefly by influential persons, interested in the success and assisting in the support of the institutions.

In some training colleges, where local circumstances have made it impracticable to introduce any branches of industrial training excepting needlework, the deficiency has in some degree been compensated by the frequent visits of ladies, and by their personal intercourse with the governesses and students. Those persons who are best acquainted with the internal organization of the Home and Colonial Training College have but one opinion as to the extent to which the efficiency and characteristic excellencies of the training there given to young teachers are due to the committee of ladies. Nor can I refrain from alluding to the great benefits which have accrued not only to Whitelands, but to the training colleges generally, from the measures adopted by Miss Burdett Coutts. That lady has given prizes for good needlework and proficiency in other branches of domestic economy, attested partly by the reports of the superintendent, partly by written papers and lessons given to the children of the practising schools in her presence. During the examinations and at the distribution of the prizes, Miss Coutts has most impressively directed the attention of the students to the great practical duties of humility, self-denial, vigilance in observing, and discreet earnestness in correcting, those faults which bring misery or discomfort into the homes of the poor.

I have thus stated what is done or attempted, and what may still be done in the training colleges. But the fact should

not be lost sight of, that the habits of the students, and their practical knowledge of household matters, must depend materially upon their previous training. I must say that great forgetfulness is sometimes shown by those, who complain most loudly of the unbecoming dress and manners of students, as to the persons who are really responsible for such faults. The responsibility rests chiefly upon those who are virtually these girls' guardians during their apprenticeship. The school managers are the persons who alone select girls as candidates for apprenticeship. In that selection they are bound, in the first place, to consider their moral character, their disposition, and the influence they will probably exercise over the children. In visiting the school the managers have daily opportunities of observing, and ample, indeed unlimited, power to check any faults into which young girls may easily and unconsciously fall. In the case of apprentices, they have the right, and it is their plain duty, to advise and if necessary to reprove, and warn the parents. The same power which was theirs in the selection continues to be theirs during the whole training of the apprentices. If they do not certify to the good conduct, in and out of school, to the religious knowledge and religious habits of the pupil-teachers, the annual stipends are invariably withheld. Such a penalty may rarely be inflicted; with timely precaution and watchfulness on the part of the managers it may seldom be necessary; but the fact that it does depend entirely, and without any appeal, upon the will of the managers, gives irresistible force to the representations which they may deem fit to make to the girls or to their parents. Can it be doubted, then, that they are chiefly responsible for whatever tendencies may be developed in the course of the apprenticeship? If the dress and manner of the girls be unbecoming, if they are ignorant or disdainful of household duties, even the schoolmistress is less to blame than the managers, from whom she derives all her authority, and under whose superintendence she acts. Now, every National school, that is, every school which supplies the pupil-teachers in the training colleges which I inspect, is by the very terms of its constitution under the management of the parochial clergy and local committees, and is or ought to be visited frequently by ladies who represent their authority. No persons certainly could be named so well qualified to give the right direction to the training of the girls, and if reasonable grounds for dissatisfaction do still exist, it is obvious where the remedy is to be found, and by whom it should be applied. I am quite aware that when such use is not made of the ample powers invested in the committees, it is, for the most

part, by no means because they, the ladies especially, attach little importance to the formation of womanly habits. It may be because they have a natural reluctance to interfere with the province of the schoolmistress, to hurt the feelings of the apprentices, or to usurp the authority of the parents. Still, as they have the power, they cannot be relieved of the responsibility; and just in proportion as the improvement of the habits of the poor depends upon the influences of the school, and those influences upon the character and habits of the schoolmistress and her apprentices, just in that degree and to that extent should the managers learn to feel that they must discharge all the duties and exercise all the rights which devolve upon them by virtue of their position, and are inseparable from the office they have voluntarily accepted and hold.

In last year's report I made some observations upon the state of health in the training colleges, and shewed that the impression which seems to exist that the students suffer from over exertion and other causes connected with the system, was by no means borne out by the facts which came under my notice in the course of the year 1856. I inquired very carefully into the subject last year; at each institution I discussed all points bearing upon health with the managers, the superintendents, and in most instances with the medical attendants. In order to secure accuracy in the results, I requested the superintendents to make out a list of students who entered in good health, or otherwise, distinguishing between those who were merely weak or were ascertained to have a tendency to some serious disease. In each case I further requested them to make a statement whether the student's health had improved or deteriorated since her entrance.

The following results may be depended upon. With scarcely an exception, all the students who entered in good health were reported, one by one, to be as strong or stronger, more able to bear physical or mental exertion, and less liable to occasional attacks of cold, &c., than at their entrance. So far all the reports from the colleges corresponded exactly. Moreover, the health of the students in the second year of their training is ascertained to be generally better than in the first. The improvement in health and strength, so far as regards these students, is steady, progressive, and general. It is more marked when the hours for recreation and exercise are most frequent and most carefully observed; but there are really no exceptions whatever to the general result.

But a much larger proportion than I should have expected are stated to have been in weak or even ill health at entrance,

a proportion amounting in some instances from 20 to 30 per cent.

As might be expected the health of some of these gave way altogether in the course of a year's training, but the proportion was much less than I should have anticipated,—less than 3 per cent. The health of the remainder is stated to be much improved, and many of them are likely to be able teachers.*

A careful consideration of these facts, and of sundry points elicited in my conferences with the superintendents and managers, has led me to the following conclusions:—

1. No candidate ought to be admitted without a certificate from a medical man, stating not only whether she is free from disease, but whether she has any constitutional tendency which may call for special care or an exceptional treatment. This is generally done in the case of ordinary students at present, but a general form of certificate might be advantageously adopted.

2. The medical attendant in each training college should present formal reports upon the health of all the students at regular intervals. They should be prepared with especial care at the date of entrance, and at the termination of the first and second year's training. I have recommended the committees of management to call for such a report, and to hold a special meeting early in the year in order to take it into consideration, together with the suggestions which it may be expected will frequently be made by that officer. I have ascertained that such a rule has not hitherto been systematically adopted in any institution, while the managers have generally concurred with me in its expediency. Considering the special claims of the Government, not to say its special duties, in the case of Queen's scholars, I am disposed to recommend that a copy of that report and the minutes of the proceedings of the meeting of committees should be forwarded to the Inspectors.

3. No candidate should be allowed to try for a Queen's scholarship without such certificate as I have previously described. The omission of the certificate seems to have been an oversight. I have no doubt that the reasonableness, and indeed the necessity, of this rule will be generally admitted. I am further of opinion, that a similar certificate should be called for at the end of each year during the previous apprenticeship.

* I propose to send a form of inquiry to each of the training colleges, in order to present a complete tabular statement in next year's report. The accounts which I have hitherto received are valuable so far as they go, but are not exhaustive.

4. I would not recommend that all candidates of weak health should be absolutely excluded. Some of the best teachers, including able governesses in the training colleges, would in that case have been lost to the profession. But I stongly recommend that a list of all such persons should be kept, and the effect of training upon them should be carefully observed and registered. With regard to young women having a decided constitutional tendency to disease, it is cruel and most inexpedient to admit them at all. The pressure on the training college is, however, so great on the part of school managers and persons of rank and influence, that I think it advisable to relieve them from the responsibility of refusing admission, by withholding grants for students thus disqualified.

Provided that these rules be adopted and enforced, I feel very confident as to the physical result of training. It is the duty, and I know it to be the wish, of all managers and officers to provide the means of healthy exercise and recreation; the buildings are carefully arranged, well warmed, and ventilated, the dietary simple and abundant, and the hours for study, meals, rest, and refreshment are regulated with the greatest care. I have, indeed, had occasion to point out some defects, and infringements of good rules, but have invariably found that suggestions in any way bearing upon the health and recreation of students are approved by the committees of management and readily adopted by the superintendents.

In the preceding remarks I have adverted to the most important points upon which the success of these colleges, as training institutions, must depend. A few words upon certain other subjects may be useful.

The lectures upon school management certainly become every year more practical, and at the same time more systematic. It is no easy matter to combine simplicity of statement, and minuteness of detail, with convincing exposition of the principles on which all good educational systems are based. But this difficulty, which is now clearly recognised by all the persons entrusted with the duty, is fairly encountered, and in many instances completely overcome. I believe this to be the result chiefly of an increasing perception of the fact, that scientific principles are best explained when the students have previously been well exercised in methodical processes. *A priori* reasoning is adapted only for very cultivated and intelligent minds. But when a young woman has learned how to do anything in the best way, she listens with interest and with advantage to the lecturer, who shows why that way is the best. Whenever this process is reversed, and to the extent in which it is reversed, vagueness or pedantry, indifference or

presumption, are apt to characterise the lessons of the lecturer and the answers of the students. I would not discourage the study of mental science, but as a separate and complete study it belongs to the professors of method, and to them only when the range of their knowledge and their general state of mental cultivation enable them, on the one hand, to master the best works on moral philosophy, and, on the other, to divest their lessons of all technical and obscure terms. I am glad to observe that the papers on school-management this year indicate more thoughtfulness and less ostentation than any which have hitherto come under my notice. A corresponding improvement is also observable in the lessons given by students before me and my colleagues. They are, generally speaking, more simple and better adapted to the wants and capacities of the children. Great pains are taken to give suitable illustrations, either by diagrams, models, or drawings on the blackboard. Objections, the weight of which I am not disposed to overlook, are urged against this mode of ascertaining the qualifications of students as teachers. It is said that the very fact that the Inspectors' report depends upon the skill displayed in giving an oral lesson, causes the students to attach a disproportionate value to what is or ought to be a secondary consideration. The success of a schoolmistress will depend far more upon her general management of a school, upon her industry and tact in conducting all classes through a course of elementary instruction, upon her temper, firmness, and other personal qualities, than upon her ability to interest the children in some lesson chosen quite as much because it is interesting, as because it is instructive and practically useful. This may be admitted; but on the other hand it is equally true that very important qualifications are really elicited in the oral lessons. An experienced observer can scarcely form an incorrect estimate of the temper, general disposition, and character of a student engaged in managing and teaching a large class during a full half hour. The knowledge of her own language, and correctness and facility in its use,—no mean, and formerly no common attainments,—can be thoroughly ascertained. Much may be known as to her power of collecting, arranging, and skilfully adapting useful information to the minds of children. The power of eliciting their faculties, directing their observation, and exercising their judgment is one which is indicated clearly enough in most instances; and though it might be expected that some really good girls may fail to do themselves justice, and some of inferior qualifications may produce a too favourable impression, yet repeated and careful inquiries prove that such cases are extremely rare, and that the marks given

by the Inspectors represent with remarkable exactness their real value as teachers. As a matter of fact, I have found that in some hundreds of lessons the marks given by myself and my colleagues coincide all but uniformly, and, what is of still more importance, agree, to a remarkable extent, with the general estimate of the character and qualifications of the students, which has been formed by the governesses and professors, who have had daily opportunities of observing and testing their work in school. I have not failed to consult these officers each year as to the effect of these trying lessons, and can certify to their general opinion that no exercise can be substituted for them, which would be equally satisfactory, or so likely to stimulate the students to make themselves skilful and accomplished teachers. Indeed, nothing short of this conviction would induce me to recommend the continuance of a system which throws upon me and my colleagues a peculiarly heavy responsibility, and by far the most fatiguing and difficult duty we have to perform. With regard to the special objection, that an undue weight is hereby given to collective oral lessons, I have to observe that I lose no opportunity of stating to the students that all school managers and Inspectors will look with positive disfavour upon these exercises, unless the discipline and the general condition of their schools be entirely satisfactory; that their future success will depend wholly upon their industry and personal character; nor do I hesitate to tell them that a very general and not unfounded opinion exists, that the introduction of simultaneous teaching and collective lessons has been productive of much evil, scarcely counterbalanced by the admitted advantages of the system in the hands of conscientious teachers. Upon the whole, I have little fear but that the tendency will be counteracted by the strenuous exertions of the teachers of method, who are generally well aware of the danger, and on all accounts anxious to avert it, while I am convinced that the lessons cannot be given up or be superseded by other exercises without serious detriment to the present system of educational training.

The remarks which I made last year upon the instruction of the students are borne out by the general results of the Christmas examination. With two exceptions only, the whole of the second-year students obtained certificates; 37 were in the first class; 81 in the second; 28 only in the third. So far as they are concerned, it may be safely assumed that the examination is not too difficult, nor can it be affirmed that it includes any subject in which the mistress of an elementary school may not reasonably be expected to have acquired a fair degree of proficiency. The first year students have been far

more successful than at the preceding examination, as appears from the following results :—

Year.	Total Number of Candidates.	1st Class.	2nd Class.	3rd Class.	Schedule.	Failure.
1856 - -	447	31	77	128	137	74
1857 - -	548	93	212	147	57	39

The following tables show the general character of the marks given by the examiner for each subject :—V.G. very good; G. good; F. fair; M. moderate; I. imperfect and inaccurate; O. failure.

FIRST-YEAR STUDENTS.

	Religious Knowledge.	Liturgy.	Arithmetic.	Industrial Skill.	Grammar.	History.	Geography.	Domestic Economy.	School Management.	Vocal Music.	Reading.	Spelling.	Penmanship.	Notes of Lesson.	Numbers of Candidates.	Numbers of Certificates.
Bishop's Stortford	F.	F.	F.	G.	V.F.	F.	M.	F.	M.	G.	G.	G.	M.	—	25	17
Brighton -	F.	M.	P.F.	V.F.	G.	M.	M.	F.	F.	M.	F.	G.	M.	V.F.	19	12
Bristol and Gloucester	F.	P.F.	P.F.	F.	F.	P.F.	M.	F.	P.F.	F.	V.F.	G.	F.	V.F.	39	21
Cheltenham -	F.	V.F.	G.	G.	F.	M.	F.	V.F.	V.F.	F.	F.	G.	M.	V.F.	49	45
Derby - -	F.	F.	F.	G.	V.F.	M.	V.M.	F.	V.F.	F.	F.	G.	F.	V.F.	34	26
Home and Colonial -	V.F.	F.	V.F.	V.F.	G.	F.	F.	F.	V.F.	V.F.	G.	G.	V.F.	V.F.	89	79
Norwich -	G.	V.F.	G.	V.G.	G.	F.	G.	G.	G.	G.	F.	G.	M.	G.	11	11
Salisbury -	F.	P.F.	V.F.	G.	F.	F.	M.	F.	P.F.	F.	V.F.	V.F.	M.	F.	42	25
Warrington -	V.F.	F.	V.G.	G.	G.	F.	M.	F.	F.	F.	M.	G.	F.	F.	62	56
Whitelands -	F.	F.	G.	V.F.	G.	G.	M.	F.	G.	G.	G.	G.	M.	V.F.	59	57
York and Ripon -	F.	F.	F.	G.	V.F.	F.	M.	F.	F.	F.	V.F.	G.	V.F.	V.F.	16	12

SECOND-YEAR STUDENTS.

	Religious Knowledge.	Liturgy.	Arithmetic.	English Grammar.	English History.	Geography.	Domestic Economy.	School Management.	Vocal Music.	Reading.	Spelling.	Penmanship.	Essay.	Inspector's Report.	Industrial Skill.
Bishop's Stortford	V.G.	V.F.	F.	G.	V.F.	V.F.	G.	G.	F.	G.	G.	F.	F.	V.F.	V.G.
Brighton	F.	F.	V.M.	G.	P.F.	P.F.	F.	V.F.	F.	G.	G.	F.	V.F.	F.	V.F.
Bristol and Gloucester	G.	F.	V.F.	V.F.	F.	F.	F.	G.	Ex.	G.	G.	F.	V.F.	G.	G.
Cheltenham	G.	G.	G.	G.	F.	F.	F.	G.	F.	V.G.	G.	F.	G.	G.	F.
Derby	G.	V.F.	F.	P.F.	F.	V.F.	F.	G.	P.F.	G.	G.	P.F.	G.	G.	G.
Home and Colonial	G.	F.	G.	G.	F.	V.F.	F.	G.	G.	G.	G.	P.F.	G.	G.	G.
Norwich	G.	V.F.	G.	G.	F.	G.	G.	G.	G.	G.	G.	G.	G.	G.	V.G.
Salisbury	G.	F.	G.	G.	F.	M.	F.	G.	F.	G.	G.	G.	F	V.F.	G.
Warrington	G.	V.F.	F.	G.	V.F.	F.	F.	G.	F.	V.F.	G.	V.F.	G.	G.	F.
Whitelands	G.	V.F.	G.	G.	G.	F.	V.F.	G.	V.G.	G.	G.	F.	V.F.	G.	G.
York and Ripon	F.	F.	V.F.	F.	F.	M.	F.	G.	M.	F.	G.	F.	G.	G.	G.

Two candidates only failed to obtain certificates.

It will be observed that the marks for religious knowledge, which implies in the case of the second-year students an extensive and accurate acquaintance with Holy Scripture, are highly satisfactory. Nearly all the institutions have the mark Good. In the case of the first-year students a considerable improvement is recorded, nearly sufficient alone to account for the much larger proportion of successful candidates, but at the same time their inferiority to those of the second year is strongly marked; and this fact is the more striking, inasmuch as the questions were much easier and confined to portions of Scripture in which they had been specially prepared.

Arithmetic is efficiently taught in all the institutions. There is no reason to doubt that all certificated teachers will be able to conduct this most practical and important branch of education with entire success. There is, perhaps, no subject in which girls' schools were in former years more deficient, none in which improvement has so steadily advanced.

English grammar has evidently been taught with great care and success. I am informed by the examiners who revised these papers that the students generally showed a clearer perception of the laws of language, and more skill and accuracy in their application than at former examinations.

The marks for English history, geography, and domestic economy are very satisfactory in the case of the second-year students. In the two former subjects I have made arrangements with the managers which narrow the range of study, and secure more completeness and practical utility in the results. There is much difficulty in arranging the lectures and course of reading so as to make the students acquainted with facts which all Englishmen ought to know, and at the same time to give really valuable information and a right direction to their minds. The best method is to commit a general outline to memory, with the principal dates, and either to read a thoroughly good work on some epoch, or to attend a course of lectures with special reference to the characters of great men, the causes affecting civilization, the development of institutions, or the improvement of manners and morals; such lectures are given with great benefit to the students in many institutions.

It is satisfactory to observe that good spelling is now general. In one instance only, either in the case of first or second year students, is the general result marked lower than good. This does not, however, imply that there are no exceptions; on the contrary, I have observed that the failures for certificates very nearly correspond to the number of candidates who lose some marks for bad spelling.

The reading is marked rather above "Fair" in the first, and "Good" in the second year. All the second-year students read two passages, one in poetry selected by themselves, one in prose chosen by me and my colleagues. With very few exceptions they read correctly and fluently, and deserve the marks which we have given. There is, however, room for improvement. The articulation is not, generally speaking, sufficiently distinct. Many are unable to modulate their voice so as to read a page or two with emphasis and proper expression. The most pleasing and the most promising characteristics of those whom we have marked as good readers, are absence of affectation, good sense, and an evident appreciation of the characteristic beauties of their favourite authors.

I have proposed this year that the students shall be encouraged to commit to memory some considerable portion either of the fifth book of Cowper's Task or the first book of Paradise Lost. The managers have adopted the recommendation, and it has been settled that the exercises in grammar, paraphrase, &c., shall be given out of those books, and that marks for English reading as an exercise of elocution, shall be awarded to those who read or recite passages selected from them in a satisfactory manner. I have no doubt that

this will have a good effect upon their general knowledge of language.

I have received the following report on the drawing exercises, from which it appears that some progress has been made in an art which is most valuable to a teacher. The illustrations of collective lessons in institutions where the drawing is good are often very striking, and I have ascertained that the exercises are much liked by the students, and have a good effect upon their minds :—

Name of College.	Number examined.	Passed moderately well.	Passed fairly.	Took Prizes.
Bishop's Stortford - - -	18	5	7	3
Brighton - - -	21	4	–	–
Bristol - - - -	40	9	4	1
Borough Road - - -	51	13	24	7
Cheltenham - - -	57	15	10	18
Home and Colonial - -	111	28	18	11
Derby - - - - -	36	15	2	–
Liverpool - - - -	30	1	1	28
Norwich - - - -	14	4	6	3
Saint Leonard's - - -	18	–	1	17
Salisbury - - - -	49	17	2	–
Warrington - - - -	75	24	10	6
Westminster - - -	32	4	–	–
Whitelands - - - -	101	34	20	3
York and Ripon - - -	19	4	1	1
	672	177	106	98

February 1858.

The above table shows the results of the examinations in drawing in training colleges for schoolmistresses. Those students who passed moderately well may be held to have given considerable attention to drawing; those who passed fairly to have been more successful; and those who took prizes are qualified to teach the subjects for which the prizes have been awarded, in some cases two or more.

(Signed) H. A. Bowler.
(*Department of Science and Art.*)

FINANCIAL STATEMENT for the

INCOME.

Name of Training College.	Endowment.	Annual Subscriptions or special Donations.	Grants from Diocesan Board.	Fees of Students (paid by themselves or their Relations).	Fees paid by Private Patrons.	Government Exhibitions for Queen's Scholars.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford	- - -	700 2 1	- - -	264 0 0	183 16 10	340 0 0
Brighton	- - -	190 3 4	- - -	469 13 4	- - -	193 10 0
Bristol, Gloucester, and Oxford:	- -	536 10 6	- - -	507 15 0	- - -	225 5 0
Cheltenham	- -	138 9 3	- - -	135 13 0	- - -	333 0 0
Derby	- - -	300 0 0	25 0 0	362 0 0	20 0 0	280 10 0
Home and Colonial	- -	1,264 4 5	- - -	2,125 3 9	410 9 8	1,532 10 8
Norwich	- - -	244 18 0	25 0 0	229 10 0	- - -	255 0 0
Salisbury	- - -	- - -	357 13 0	452 19 0	- - -	403 15 0
Truro	- - -	22 9 0	77 0 0	97 0 0	- - -	- - -
Warrington	- - -	- - -	280 9 1	298 7 3	- - -	1,007 5 0
Whitelands	- - -	127 0 0	1,150 0 0	120 5 0	- - -	1,287 15 0
York and Ripon	- - -	- - -	93 3 6	253 6 8	- - -	221 0 0

EXPENDITURE.

Name of Training College.	Tuition.	Cost of supporting Model or Practising Schools.	Board of all Residents.	Washing of Students.	Washing of Servants.	Wages of Servants.	Fuel and Lights.	Other Housekeeping Expenses.	Medical Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford.	418 5 0	60 0 0	786 9 5	- -	- - -	60 15 0	108 17 0	- -	32 4 2
Brighton	277 10 0	111 19 1½	442 19 2	58 19 11½	19 2 0	21 19 10	53 10 9	39 8 10	14 16 2
Bristol, Gloucester, and Oxford.	346 0 0	50 1 1	588 11 5½	64 12. 1	5 4 0	69 16 4	100 17 9	- -	11 7 6
Cheltenham	570 0 0	88 17 7	618 1 11	93 11 1	- -	48 19 3	47 8 3	45 7 5	12 10 0
Derby	381 8 1	- -	538 2 2	77 0 0	- -	40 15 0	44 0 4	69 19 5	20 0 0
Home and Colonial.	1,139 5 0	468 19 0	2,953 18 0	281 7 11	- -	130 0 0	284 18 8	488 14 3	100 0 6
Norwich	315 0 0	- -	397 9 8½	26 7 7½	4 0 0	38 4 0	38 5 6	22 19 8½	- - -
Salisbury	394 10 8	40 15 10	735 12 6½	40 14 8½	- -	87 8 0	63 10 8	76 15 5	2 10 7
Truro	34 4 0	- -	132 0 0	- - -	- - -	- - -	13 16 0	1 11 6	0 3 6
Warrington	487 0 0	40 0 0	1,112 7 6	69 1 6	- -	75 7 6	109 19 5	45 10 0	24 6 2
Whitelands	1,314 16 6	- -	1,107 11 2	58 19 11	- -	100 6 7	254 10 3	63 7 10	53 1 6
York and Ripon.	212 0 0	9 0 1	421 11 0	20 16 0	21 8 10½	29 15 7	29 18 0	6 4 2	8 5 9

EAR ended 31st DECEMBER 1857.

INCOME.

Government Grants tudents mined.	Exhibitions founded by Diocesan Boards, or other Bodies.	Exhibitions founded by Private Patrons.	Collections in Churches.	Contributions to Building Fund.	From other Sources.	Total.	Name of Training College.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
312 0 0	- - -	- - -	- - -	- - -	47 6 3	1,353 5 2	Bishop's Stortford.
140 13 4	- - -	- - -	- - -	- - -	104 7 11	1,098 7 11	Brighton.
0 0	- - -	- - -	119 5 8	470 16 5	6 0 0	2,079 12 7	Bristol, Gloucester, and Oxford.
604 0 0	- - -	- - -	- - -	- - -	44 13 10	1,755 16 0	Cheltenham.
246 13 4	10 0 0	- - -	- - -	- - -	89 17 5	1,334 0 0	Derby.
1,014 0 0	- - -	- - -	- - -	- - -	950 16 5	7,307 10 11	Home and Colonial.
189 6 8	- - -	- - -	5 10 0	- - -	- - -	949 4 8	Norwich.
345 6 8	- - -	8 0 0	- - -	- - -	35 17 6	1,633 11 6	Salisbury.
- - -	- - -	- - -	- - -	- - -	- - -	197 4 0	Truro.
532 13 4	- - -	- - -	- - -	- - -	20 0 0	2,138 14 8	Warrington.
236 0 0	30 0 0	- - -	- - -	- - -	325 8 1	4,276 8 1	Whitelands.
162 0 0	- - -	- - -	- - -	- - -	133 4 6	862 14 8	York and Ripon.

EXPENDITURE.

Books and Apparatus.	Printing, Stationery, Postages, &c.	Rent.	Rates.	Taxes.	Insurance.	Garden, Farm House, &c.	Other current Expenditure.	Total.	Name of Training College.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
23 18 6	26 18 2	- - -	56 14 4	- - -	- - -	44 13 8	164 12 6	1,783 6 9	Bishop's Stortford.
3 4 7	21 7 10	- - -	34 3 4	- - -	10 15 6	- - -	23 6 0	1,133 3 1	Brighton.
21 4 4½	40 12 7	- - -	31 15 7	- - -	13 11 6	15 13 6	88 17 10	1,448 6 5	Bristol, Gloucester, and Oxford.
2 9 11	48 15 6	150 0 0	18 13 8	9 12 2	1 16 0	62 0 0	41 0 3	1,939 10 0	Cheltenham.
7 6 0	- - -	- - -	54 4 9	13 8 2	5 12 6	- - -	31 14 11	1,320 8 2	Derby.
3 14 3	174 4 11	377 4 2	89 9 8	- - -	20 16 4	- - -	669 0 1	7,307 10 11	Home and Colonial.
17 5 9½	- - -	- - -	41 1 7	20 15 4	3 7 6	- - -	32 6 7	936 8 0	Norwich.
4 9 2	30 5 11	23 0 6	32 19 2	- - -	- - -	- - -	- - -	1,633 11 6	Salisbury.
7 1 6	- - -	- - -	- - -	- - -	- - -	- - -	- - -	188 16 6	Truro.
1 7	- - -	- - -	41 1 6	- - -	12 19 6	- - -	85 0 0	2,128 14 8	Warrington.
7 12 0	- - -	415 14 11	- - -	- - -	- - -	- - -	695 6 6	4,273 7 2	Whitelands.
20 4 2	- - -	- - -	23 4 9	7 11 0	3 12 6	7 17 5	41 5 10½	862 14 8	York and Ripon.

The following table shows the actual average cost per head of tuition, housekeeping, and of the entire maintenance of each institution, calculated according to the numbers in residence at Lady-day 1857 :—

No.	——	Tuition.			Housekeeping.			Total.		
		£	s.	d.	£	s.	d.	£	s.	d.
40	Bishop's Stortford - -	10	9	1½	18	18	0½	44	11	8
34	Brighton - - - -	8	2	0¾	18	14	1¾	33	6	6½
47	Bristol and Gloucester -	7	11	5¾	17	12	9¾	30	16	3¾
59	Cheltenham - - -	9	13	2½	14	9	3½	32	17	5½
40	Derby - - - -	9	8	10¼	19	4	10¾	33	0	0¾
170	Home and Colonial - -	6	14	0½	24	6	11	42	19	8½
24	Norwich - - - -	13	2	6	21	19	5½	39	0	4
53	Salisbury - - -	7	8	10½	18	18	11½	30	16	5½
84	Warrington - - -	5	15	11½	16	16	3	25	9	2½
109	Whitelands - - -	12	3	5¾	14	13	5½	39	11	4
25	York and Ripon - -	8	9	7	21	1	2½	34	10	2

Comparing the returns with those for 1856, I find that the average cost per head has increased, but not considerably :—

1856.			1857.		
£	s.	d.	£	s.	d.
36	11	7¼	44	11	8
33	8	9¾	33	6	6½
44	8	1¾	30	16	3¾
33	3	8¾	32	17	5¼
31	4	7¾	33	0	0¾
35	17	1½	42	19	8½
46	11	0¼	39	0	4
25	1	8¼	30	16	5¼
23	11	2¼	25	9	2½
37	3	11¼	39	11	4
35	2	7¼	34	10	2

These results seem to bear out my conclusion, that upon the average, the cost of each student will be 40*l.* in small institutions, and somewhat less when the number in residence exceeds 50.

The housekeeping expenses are under 20*l.* The apparent excess at the Home and Colonial is owing to the number of students not regularly in residence; that at York and Ripon, and at Norwich, to the small number of residents.

The expenses of tuition are likely to increase, but not to any considerable extent. At present the duties of chaplain and chief lecturer are generally under paid, but the governesses receive fair salaries, and the managers have in all cases attended to the suggestions which I have frequently made, to increase the number of officers.

The expenses are provided for by grants from your Lordships, by fees paid by students or their friends, and by annual subscriptions and donations.

I. GRANTS for EXHIBITIONS and EXAMINATIONS.

1855.	1856.	1857.
£ s. d.	£ s. d.	£ s. d.
8,190 1 10	8,518 13 0	11,486 10 0

The increase is chiefly owing to the larger number of Queen's scholars.

II. FEES paid by STUDENTS or their FRIENDS.

1855.	1856.	1857.
£ s. d.	£ s. d.	£ s. d.
6,790 13 5	7,289 2 10	6,049 19 6

III. SUBSCRIPTIONS, DONATIONS, and GRANTS from BOARDS.

6,820 13 5½	6,346 13 0	5,532 2 8

These returns corroborate the opinions which I expressed last year. It is evident that, upon the whole, the institutions are prosperous. Doubtless some difficulty is felt, and always must be felt, in keeping up the annual subscriptions, but the amount now raised ought not to be diminished. It is a small contribution, considering that these institutions belong to the dioceses in which they stand, and are entirely managed by local committees. They are the property of the Church, whose principles are inculcated in the minds of all the students, and whose daughters will be educated to a great extent by mistresses trained in them. On the other hand, I cannot regret the increase in the grants made by your Lordships. That increase was expected, and entered into the calculations of the persons by whose exertions and munificence these institutions were originally founded; nor is the total amount of the grants by any means unreasonably large, considered either with reference to the general scale of assistance given to elementary schools, to the paramount importance of the objects contemplated, or to the value of the results achieved by the energy, the zeal, the Christian principle, and sound judgment of those by whom these training colleges are conducted and maintained.

I have the honor to be, &c.

F. C. COOK.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

CANDIDATES FOR CERTIFICATES.

Females.

Name of Training Colleges.	Second Year.					First Year.					
	First Class.	Second Class.	Third Class.	Failure.	Total.	First Class.	Second Class.	Third Class.	Schedule.	Failure.	Total.
Bishop's Stortford	–	5	3	–	8	2	6	9	5	3	25
Borough Road (British and Foriegn School Society's)	–	4	2	–	6	9	22	10	5	–	46
Brighton	–	1	–	1	2	1	5	6	1	6	19
Bristol, Gloucester, and Oxford	1	1	–	–	2	–	9	12	12	6	39
Cheltenham	2	6	–	–	8	10	26	9	3	1	49
Derby	–	2	–	–	2	5	11	10	3	5	34
Home and Colonial School Society's	9	14	–	–	23	23	34	22	7	3	89
St. Leonard's (Roman Catholic)	3	5	2	–	10	1	3	3	2	–	9
Liverpool (Roman Catholic)	–	4	5	1	10	10	8	4	–	–	22
Norwich	2	1	–	–	3	5	6	–	–	–	11
Salisbury	1	6	1	–	8	2	11	12	8	9	42
Warrington	3	7	2	1	13	8	28	20	2	4	62
Westminster (Wesleyan)	–	2	6	–	8	3	8	10	4	1	26
Whitelands	15	23	5	–	43	13	29	15	2	–	59
York and Ripon	1	–	2	–	3	1	6	5	3	1	16
Total	37	81	28	3	149	93	212	147	57	39	548

APPENDIX B.

RESULTS OF EXAMINATIONS HELD AT CHRISTMAS 1857.

BISHOP'S STORTFORD (FEMALE) TRAINING COLLEGE.

First Year { 25 Candidates. 17 Certificates.

Second Year { 8 Candidates. 8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	7	7	17	1	1	–	–	–	–	–	–	–
Liturgy and Church history	–	–	3	1	13	6	4	1	5	–	–	–	–	–
Arithmetic	–	–	10	2	10	4	4	2	1	–	–	–	–	–
Industrial skill	3	–	11	5	11	3	–	–	–	–	–	–	–	–
English grammar	–	–	12	6	12	2	1	–	–	–	–	–	–	–
English history	–	–	–	2	13	6	7	–	5	–	–	–	–	–
Geography	–	–	–	3	7	5	11	–	7	–	–	–	–	–
Domestic economy	1	–	3	4	9	3	10	–	–	1	2	–	–	–
School management	–	–	2	8	4	–	17	–	2	–	–	–	–	–
Vocal music	2	–	11	3	11	4	1	–	–	–	–	–	–	1
Drawing	–	–	–	1	–	–	5	–	4	8	–	–	15	–
Reading	–	–	14	5	10	3	–	–	–	–	–	–	–	–
Spelling	–	–	23	8	1	–	1	–	–	–	–	–	–	–
Penmanship	–	–	1	3	5	3	19	2	–	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	6	–	12	–	6	–	1	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	3	–	3	–	–	–	–	–	–	–	2
Inspector's report (Students of 2nd year only)	–	–	–	4	–	4	–	–	–	–	–	–	–	–

Brighton (Female) Training College.

First Year { 19 Candidates. / 12 Certificates. — Second Year { 2 Candidates. / 1 Certificate.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	4	1	15	–	–	1	–	–	–	–	–	–
Liturgy and Church history	–	–	–	–	8	2	4	–	–	–	2	–	1	–
Arithmetic	–	–	5	–	6	–	5	1	3	1	–	–	–	–
Industrial skill	–	–	9	1	9	1	1	–	–	–	–	–	–	–
English grammar	–	–	11	2	7	–	1	–	–	–	–	–	–	–
English history	–	–	1	–	8	1	8	1	2	–	–	–	–	–
Geography	–	–	–	–	4	1	8	1	7	–	–	–	–	–
Domestic economy	–	–	1	–	11	2	4	–	2	–	1	–	–	–
School management	–	–	2	1	13	1	3	–	1	–	–	–	–	–
Vocal music	–	–	–	–	6	2	11	–	1	–	–	–	1	–
Drawing	–	–	–	–	–	–	2	–	9	1	–	–	8	1
Reading	–	–	6	2	9	–	4	–	–	–	–	–	–	–
Spelling	–	–	19	2	–	–	–	–	–	–	–	–	–	–
Penmanship	–	–	–	–	–	2	14	–	5	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	1	–	9	–	7	–	2	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	1	–	1	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	–	–	2	–	–	–	–	–	–	–	–

Bristol and Gloucester (Female) Training College.

First Year { 39 Candidates. / 21 Certificates. — Second Year { 2 Candidates. / 2 Certificates.

Religious knowledge	–	–	8	2	28	–	2	–	–	–	–	–	1	–
Liturgy and Church history	–	–	4	–	16	2	18	–	1	–	–	–	–	–
Arithmetic	–	–	3	1	15	1	12	–	8	–	1	–	–	–
Industrial skill	–	–	15	2	20	–	4	–	–	–	–	–	–	–
English grammar	–	–	15	1	17	1	6	–	–	–	–	–	1	–
English history	–	–	1	–	19	2	14	–	5	–	–	–	–	–
Geography	–	–	–	–	4	2	19	–	13	–	3	–	–	–
Domestic economy	1	–	4	–	22	2	10	–	2	–	–	–	–	–
School management	–	–	6	2	17	–	16	–	–	–	–	–	–	–
Music	–	2	3	–	24	–	10	–	–	–	–	–	2	–
Drawing	–	–	–	–	2	–	3	–	23	2	–	–	6	–
Reading	–	–	17	2	18	–	3	–	1	–	–	–	–	–
Spelling	–	–	37	2	2	–	–	–	–	–	–	–	–	–
Penmanship	–	–	2	1	22	1	14	–	–	1	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	16	–	18	–	5	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	1	–	1	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	2	–	–	–	–	–	–	–	–	–	–

Cheltenham (Female) Training College.

First Year { 49 Candidates. / 45 Certificates. — Second Year { 8 Candidates. / 8 Certificates.

Religious knowledge	–	–	14	8	35	–	–	–	–	–	–	–	–	–
Liturgy and Church history	2	–	16	5	20	3	10	–	1	–	–	–	–	–
Arithmetic	4	–	30	6	10	2	4	–	1	–	–	–	–	–
Industrial skill	6	1	27	3	13	4	3	–	–	–	–	–	–	–
English grammar	–	–	33	8	14	–	2	–	–	–	–	–	–	–
English history	–	–	7	–	38	7	4	1	–	–	–	–	–	–
Geography	–	–	–	2	12	6	35	–	2	–	–	–	–	–
Domestic economy	1	–	7	–	26	8	13	–	1	–	1	–	–	–
School management	–	–	19	8	26	–	4	–	–	–	–	–	–	–
Music	2	–	13	1	16	5	10	3	1	–	–	–	–	–
Drawing	–	–	3	–	9	–	18	1	18	7	–	–	7	–
Reading	–	2	9	6	35	–	5	–	–	–	–	–	1	–
Spelling	–	–	48	7	–	1	–	–	–	–	1	–	–	–
Penmanship	–	–	2	–	14	7	30	1	3	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	24	–	25	–	–	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	1	–	4	–	2	–	1	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	1	–	6	–	1	–	–	–	–	–	–	–	–

Derby (Female) Training College.

First Year { 34 Candidates. / 26 Certificates. } Second Year { 2 Candidates. / 2 Certificates. }

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	5	2	22	–	7	–	–	–	–	–	–	–
Liturgy and Church history	–	–	9	1	15	1	7	–	3	–	–	–	–	–
Arithmetic	4	–	10	–	10	2	10	–	–	–	–	–	–	–
Industrial skill	6	–	26	2	2	–	–	–	–	–	–	–	–	–
English grammar	–	–	14	–	13	1	7	1	–	–	–	–	–	–
English history	–	–	3	–	3	2	14	–	13	–	–	–	1	–
Geography	–	–	–	1	7	1	9	–	16	–	2	–	–	–
Domestic economy	2	–	8	–	16	2	7	–	1	–	–	–	–	–
School management	1	–	17	2	15	–	1	–	–	–	–	–	–	–
Vocal music	2	–	10	–	13	1	8	1	–	–	1	–	–	–
Drawing	–	–	–	–	–	–	2	–	30	1	–	–	2	1
Reading	–	–	2	2	27	–	5	–	–	–	–	–	–	–
Spelling	–	–	31	2	2	–	1	–	–	–	–	–	–	–
Penmanship	–	–	12	–	9	1	12	1	1	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	1	–	15	–	16	–	2	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	2	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	2	–	–	–	–	–	–	–	–	–	–

Home and Colonial School Society's (Female) Training College.

First Year { 89 Candidates. / 79 Certificates. } Second Year { 23 Candidates. / 23 Certificates. }

Religious knowledge	1	4	19	15	69	4	–	–	–	–	–	–	–	–
Liturgy and Church history	–	–	22	2	34	21	32	–	1	–	–	–	–	–
Arithmetic	2	4	49	19	23	–	15	–	–	–	–	–	–	–
Industrial skill	6	3	35	13	41	7	6	–	–	–	–	–	–	–
English grammar	1	–	69	21	19	2	–	–	–	–	–	–	–	–
English history	–	–	9	7	41	16	33	–	6	–	–	–	–	–
Geography	–	1	9	7	48	13	31	2	1	–	–	–	–	–
Domestic economy	4	–	11	3	48	19	23	1	1	–	1	–	1	–
School management	2	–	33	19	44	4	10	–	–	–	–	–	–	–
Music	5	6	18	13	42	3	18	–	–	–	–	–	6	1
Drawing	–	–	1	–	6	4	27	10	43	9	–	–	12	–
Reading	17	3	65	17	7	3	–	–	–	–	–	–	–	–
Spelling	–	–	89	21	–	2	–	–	–	–	–	–	–	–
Penmanship	–	–	5	10	34	13	49	–	1	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	4	–	41	–	37	–	3	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	13	–	9	–	1	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	8	–	14	–	1	–	–	–	–	–	–	–	–

Norwich (Female) Training College.

First Year { 11 Candidates. / 11 Certificates. } Second Year { 3 Candidates. / 3 Certificates. }

Religious knowledge	–	–	9	3	2	–	–	–	–	–	–	–	–	–
Liturgy and Church history	–	–	6	2	4	1	1	–	–	–	–	–	–	–
Arithmetic	1	–	5	3	4	–	1	–	–	–	–	–	–	–
Industrial skill	1	2	9	1	1	–	–	–	–	–	–	–	–	–
English grammar	–	–	6	2	5	1	1	–	–	–	–	–	–	–
English history	–	–	1	–	6	2	4	1	–	–	–	–	–	–
Geography	–	1	1	2	5	–	5	–	–	–	–	–	–	–
Domestic economy	1	–	1	3	7	–	2	–	–	–	–	–	–	–
School management	–	–	4	3	5	–	2	–	–	–	–	–	–	–
Music	2	–	6	3	2	–	2	–	–	–	–	–	–	–
Drawing	–	–	1	–	3	–	6	2	1	1	–	–	–	–
Reading	–	–	3	3	8	–	–	–	–	–	–	–	–	–
Spelling	–	–	11	3	–	–	–	–	–	–	–	–	–	–
Penmanship	–	–	–	3	5	–	5	–	1	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	1	–	8	–	2	–	–	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	3	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	3	–	–	–	–	–	–	–	–	–	–

Salisbury (Female) Training College.

First Year { 42 Candidates. / 25 Certificates. Second Year { 8 Candidates. / 8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	7	6	28	2	1	–	1	–	–	–	–	–
Liturgy and Church history	–	–	3	3	22	5	16	–	1	–	–	–	–	–
Arithmetic	–	–	10	6	15	2	12	–	5	–	–	–	–	–
Industrial skill	6	2	19	6	12	–	5	–	–	–	–	–	–	–
English grammar	–	–	18	6	22	2	2	–	–	–	–	–	–	–
English history	–	–	4	1	30	7	4	–	3	–	–	–	1	–
Geography	–	–	1	–	4	3	25	5	11	–	1	–	–	–
Domestic economy	–	–	2	1	25	7	9	–	4	–	2	–	–	–
School management	–	–	1	6	17	2	19	–	5	–	–	–	–	–
Music	–	–	11	3	23	5	5	–	–	–	–	–	3	–
Drawing	–	–	–	–	–	–	–	2	33	6	–	–	9	–
Reading	–	1	23	7	13	–	4	–	2	–	–	–	–	–
Spelling	–	–	37	8	4	–	1	–	–	–	–	–	–	–
Penmanship	–	–	1	5	10	3	22	–	9	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	12	–	17	–	12	–	1	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	3	–	4	–	1	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	3	–	5	–	–	–	–	–	–	–	–

Warrington (Female) Training College.

First Year { 62 Candidates. / 56 Certificates. Second Year { 13 Candidates. / 12 Certificates.

Religious knowledge	–	3	22	9	39	1	1	–	–	–	–	–	–	–
Liturgy and Church history	–	–	7	5	25	8	27	–	3	–	–	–	–	–
Arithmetic	2	1	28	12	29	–	1	–	2	–	–	–	–	–
Industrial skill	4	–	34	2	19	11	3	–	–	–	–	–	2	–
English grammar	–	–	42	11	16	2	4	–	–	–	–	–	–	–
English history	–	–	11	6	32	7	17	–	2	–	–	–	–	–
Geography	–	–	3	3	18	6	29	4	12	–	–	–	–	–
Domestic economy	2	–	13	2	30	11	14	–	2	–	1	–	–	–
School management	–	1	17	7	32	5	13	–	–	–	–	–	–	–
Music	3	–	11	3	34	9	13	1	–	–	–	–	1	–
Drawing	–	–	–	–	–	–	11	–	33	13	–	–	18	–
Reading	–	1	8	4	19	7	24	1	11	–	–	–	–	–
Spelling	–	–	55	12	6	1	1	–	–	–	–	–	–	–
Penmanship	–	–	10	6	26	5	26	2	–	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	25	–	26	–	12	–	1	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	9	–	4	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	1	–	7	–	4	–	1	–	–	–	–	–	–

Whitelands (Female) Training College.

First Year { 59 Candidates. / 57 Certificates. Second Year { 43 Candidates. / 43 Certificates.

Religious knowledge	1	2	15	29	43	12	–	–	–	–	–	–	–	–
Liturgy and Church history	2	–	13	18	25	25	17	–	2	–	–	–	–	–
Arithmetic	3	5	34	26	16	11	6	1	–	–	–	–	–	–
Industrial skill	8	1	21	28	26	13	4	1	–	–	–	–	–	–
English grammar	1	–	40	31	16	11	2	1	–	–	–	–	–	–
English history	2	–	14	35	27	3	12	5	4	–	–	–	–	–
Geography	–	1	2	2	19	22	34	16	4	2	–	–	–	–
Domestic economy	1	2	12	21	31	19	14	1	1	–	–	–	–	–
School management	1	1	38	24	18	15	2	2	–	–	–	–	–	–
Welsh	–	–	–	–	1	–	–	–	–	–	–	–	–	1
Vocal music	11	14	25	19	16	7	7	3	–	–	–	–	–	–
Drawing	–	–	–	–	2	–	9	18	45	25	–	–	–	–
Reading	2	8	34	19	21	16	2	–	–	–	–	–	3	–
Spelling	–	–	59	42	–	1	–	–	–	–	–	–	–	–
Penmanship	–	–	4	1	17	32	34	9	4	1	–	–	–	–
Notes of a lesson (Students of 1st year only)	1	–	29	–	27	–	2	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	22	–	20	–	1	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	7	–	31	–	5	–	–	–	–	–	–	–	–

York and Ripon (Female) Training College.

First Year { 16 Candidates. / 12 Certificates. } Second Year { 3 Candidates. / 3 Certificates. }

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	–	–	3	–	12	3	1	–	–	–	–	–	–	–
Liturgy and Church history	–	–	4	1	4	3	6	–	2	–	–	–	–	–
Arithmetic	–	1	5	1	7	1	2	–	2	–	–	–	–	–
Industrial skill	–	–	11	2	5	1	–	–	–	–	–	–	–	–
English grammar	–	–	6	2	10	1	–	–	–	–	–	–	–	–
English history	–	–	–	1	11	2	5	–	–	–	–	–	–	–
Geography	–	–	1	–	4	1	6	2	5	–	–	–	–	–
Domestic economy	–	–	4	–	8	3	4	–	–	–	–	–	–	–
School management	–	–	2	2	9	1	4	–	1	–	–	–	–	–
Vocal music	–	–	2	–	7	1	4	1	–	–	–	–	3	1
Drawing	–	–	1	–	–	–	–	–	11	3	–	–	4	–
Reading	–	–	8	1	8	2	–	–	–	–	–	–	–	–
Spelling	–	–	15	3	1	–	–	–	–	–	–	–	–	–
Penmanship	1	–	1	1	8	2	5	–	1	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	7	–	8	–	1	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	2	–	1	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	1	–	2	–	–	–	–	–	–	–	–	–	–

REPORT *on the* TRAINING INSTITUTION *of the* BRITISH AND FOREIGN SCHOOL SOCIETY, *in the Borough Road, Southwark, by Her Majesty's Inspector of Schools,* JOSEPH BOWSTEAD, Esq., M.A.;—*for the Year* 1857.

MY LORDS, January 1858.

I HAVE the honor to report that I visited this institution in the first week of November last, and that, by your Lordships' direction, I had the valuable assistance of my colleague, Mr. Laurie, throughout the whole course of the inspection which I made upon that occasion.

We found the general condition of the institution to be exactly such as was described by our colleague, Mr. J. D. Morell, in his report for 1856. The demand for admission to the establishment has evidently outgrown the accommodation afforded by the original design. It has become necessary to rent two separate houses,—one for the male and the other for the female students,—at a distance from the main building, in order to provide sufficient sleeping apartments; and additional lecture-rooms, class-rooms, and examination halls are urgently needed, especially on the female side.

On the male side, indeed, a very convenient lecture-room has been added since Mr. Morell's visit; an adjoining apartment has been fitted up with a furnace and all the appliances required for the safe keeping and use of a complete set of chemical and philosophical apparatus; and by a well-contrived opening between the two, the means of illustrating the various branches of physical science have been effectually secured. We paid especial attention to these arrangements, and satisfied ourselves that the conditions under which grants of scientific apparatus are made to training colleges had been in this case most satisfactorily fulfilled.

In the female department no further accommodation has been provided, nor is it possible to suggest any unobjectionable mode of making such provision upon the present confined site. There is but one class-room and one large lecture-room for the ordinary use of the students. The class-room is inconveniently situated, and the lecture-room is also used as a dining-room. As this apartment is not large enough to admit the whole of the female students to dinner at once, it is ne-

cessary to have two dinners in succession every day, and to follow up the second dinner, after a very short interval, by a lecture.

The inconvenience of these arrangements is fully appreciated by the Committee of the British and Foreign School Society; they have made repeated but hitherto unsuccessful efforts to purchase adjoining premises; and we were assured by their secretary, Mr. Wilks, that the present state of things was to be regarded as merely temporary, and that active measures are in progress with a view to provide greatly extended accommodation. We understood also that, whenever fresh arrangements were made, care would be taken to annex an infant school to the female department.

If it were necessary to urge any more reasons for enlarging the accommodation afforded by this institution, they would be found in the facts, that several candidates who successfulle passed the recent examination for Queen's scholarships have been unable to obtain admittance, and that some even of those students, who were "scheduled" at the close of their first year, cannot be allowed to return for the purpose of completing their studies and ultimately obtaining certificates of merit.

The following statement exhibits the financial condition of the whole establishment. It is scarcely practicable to separate the items which relate exclusively to the training departments from the general expenditure of which they form a part:—

From February 1, 1856, *to January* 31, 1857.

RECEIPTS.

	£ s. d.	£ s. d.
Subscriptions—		
Her Majesty Queen Victoria	100 0 0	
His Grace the Duke of Bedford	100 0 0	
Annual Subscriptions	1,148 5 6	
		1,348 5 6
Donations	497 10 0	
Instalments on Special Subscriptions, £5,000 Fund	160 0 0	
		657 10 0
Auxiliary Societies		755 14 7
Borough Road Schools—Children's Pence, Boys	341 2 10	
Ditto ditto Girls	122 3 8	
		463 6 6
Rents received		64 0 9
Payments in part of Expenses in Board and Lodging—		
By Teachers in Male Department	197 2 0	
Ditto Female ditto	275 4 0	
		472 6 0
Dividends on £5,044 2s. 6d., 3 per cent. Consols, invested for special purposes, to Christmas, 1856	226 19 6	
Dividends on £996 19s., 3 per cent. Consols, for the Education of Children of Insolvent Debtors in the Queen's Bench	30 0 3	
Dividends on £5,000, 3 per cent. Consols, Estate of the late James Grant, Esq., invested for special purposes	225 0 0	
		481 19 9
Rowlett, W., Esq., Estate of, Income Tax returned	61 14 8	
Dividends	1,200 0 0	
		1,261 14 8
Corby School Trust, from the Executors of the late William Rowlett, Esq.		125 11 8
Committee of Council on Education (Annual Grant)	750 0 0	
Ditto on Account of Certificated Teachers and Queen's Scholars	2,778 10 0	
		3,528 10 0
Capital, for Deficiency of Income		374 17 6
		9,533 16 11
Depository—Amount credited as per Account, including Materials for Grants, Normal College, and Model Schools		5,862 18 8
		£15,396 15 7

PAYMENTS.

	£ s. d.	£ s. d.
BOROUGH ROAD MODEL SCHOOLS.		
Boys.—School Materials, Rewards, Salaries, &c.	404 18 0	
Girls.—School Materials, Rewards, Salaries, &c.	111 19 6	
		516 17 6
TRAINING DEPARTMENT:		
Board and Lodging of Teachers, Males	2,097 10 1	
Board and Lodging of Teachers, Females	1,143 19 1	
Books, &c.	139 15 11	
Coals, Gas, and Water	192 12 11	
Furniture	169 19 9	
Principal, and Assistant Tutors	1,249 5 0	
Medical Attendance and Incidentals	69 15 6	
		5,062 18 8
TRAVELLING AGENTS:		
Expenses attendant on Formation of Auxiliaries, and Examination of Schools in London and the Country		1,165 9 0
CORBY SCHOOL TRUST:		
Balance of Account with J. D. Cotch, Esq., Treasurer, School Materials, Repairs, &c.		177 14 6
GRANTS:		
Money and School Materials on behalf of Schools at home and abroad		513 14 10
GENERAL EXPENSES:		
Secretary	300 0 0	
Accountant	130 10 0	
Printing and Paper for Report, Educational Record, &c.	261 16 7	
Stationery, Books, &c.	24 12 1	
Postages, Parcels, and Messengers	109 8 2	
Expenses of General Meeting, Examinations, and Examinations of the Students	73 19 8	
Collector's Poundage	54 0 0	
Repairs, Alterations, &c.	650 4 6	
Accountancy (1854—5)	27 17 6	
Rents	142 9 4	
Insurance	31 8 6	
Rates and Taxes	322 19 1	
Travelling Expenses	14 4 7	
Incidental Expenses	45 6 8	
		2,190 16 8
		9,627 10 9
DEPOSITORY:		
Amount paid for School Materials and Expenses		5,769 4 10
		£15,396 15 7

The whole number of students trained in the institution during the past year will be gathered from the following tables:—

Table I.—Normal College. (Young Men.)

Number of students attending the classes during the year	134
Entered during the same period	62
On the list, April 1, 1856	72
Submitted for examination for certificates of merit	59
Obtained certificates	52
Scheduled	7
Queen's scholars admitted	44
Appointed to schools	54
Withdrawn for various causes	9
On the list, April 1, 1857	69

Table II.—Normal College. (Young Women.)

Students attending classes during the year	146
Entered during the year	73
On the list, April 1, 1856	73
Submitted for examination for certificates of merit	57
Obtained certificates	38
Scheduled	15
Queen's scholars admitted	39
Appointed to Schools	60
Withdrawn for various causes	10
On the list, April 1, 1857	76

The success with which this large body of students of both sexes has been instructed is sufficiently proved by the results of the Christmas examinations for certificates of merit. As the usual tabulated statements did not reach Mr. Morell in time for publication in his report last year, I now give the results for Christmas 1856, as well as those of the last examination:—

I. Male Department, Christmas, 1856.

First Year { 49 Candidates. 42 Certificates. — Second Year { 10 Candidates. 10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Grammar and English Literature.	6	–	27	6	12	4	4	–	–	–	–	–	–	–
History	–	–	26	6	20	4	3	–	–	–	–	–	–	–
Geography and Popular Astronomy.	–	2	5	6	25	2	18	–	–	–	1	–	–	–
Arithmetic and Book-keeping	4	–	28	–	15	–	2	–	–	–	–	–	–	–
Euclid, Students of First Year only.	2	–	32	–	13	–	1	–	–	–	1	–	–	–
Algebra, Students of First Year only.	1	–	6	–	28	–	7	–	4	–	–	–	3	–
Industrial Mechanics, Students of First Year only.	1	–	9	–	29	–	8	–	2	–	–	–	–	–
Physical Science, Students of Second Year only.	–	–	–	8	–	2	–	–	–	–	–	–	–	–
Higher Mathematics, Students of Second Year only.	–	1	–	5	–	3	–	1	–	–	–	–	–	–
Logarithmic Arithmetic, Students of Second Year only.	–	2	–	4	–	2	–	2	–	–	–	–	–	–
Vocal Music	–	–	8	1	18	4	12	4	9	1	2	–	–	–
Drawing	–	–	10	3	34	5	4	2	1	–	–	–	–	–
School Management	2	–	19	7	24	3	4	–	–	–	–	–	–	–
Latin	–	–	–	–	1	–	2	–	–	–	–	–	–	–
Reading	–	–	30	8	17	2	2	–	–	–	–	–	–	–
Spelling	–	–	48	10	1	–	–	–	–	–	–	–	–	–
Penmanship	9	2	16	7	18	–	6	1	–	–	–	–	–	–
Inspectors' Report, Students of Second Year only.	–	–	–	7	–	3	–	–	–	–	–	–	–	–

The seven candidates who did not obtain Certificates were scheduled. None failed entirely.

II. Male Department, Christmas, 1857.

First Year { 49 Candidates. 36 Certificates. — Second Year { 12 Candidates. 12 Certificates.

Grammar and English Literature.	3	–	29	8	16	3	1	1	–	–	–	–	–	–
History	2	–	17	11	19	1	9	–	2	–	–	–	–	–
Geography	2	1	20	6	24	5	3	–	–	–	–	–	–	–
Arithmetic	3	–	6	1	20	9	16	2	4	–	–	–	–	–
Euclid, Students of First Year only.	5	–	24	–	13	–	5	–	2	–	–	–	–	–
Algebra, Students of First Year only.	3	–	12	–	19	–	11	–	4	–	–	–	–	–
Industrial Mechanics, Students of First Year only.	–	–	5	–	20	–	14	–	8	–	1	–	–	–
Higher Mathematics, Students of Second Year only.	–	–	–	7	–	5	–	–	–	–	–	–	–	–
Vocal Music	–	1	6	1	18	10	22	–	–	–	–	–	3	–
Drawing	3	3	11	–	17	4	10	4	1	–	–	–	7	1
School Management	2	2	35	10	12	–	–	–	–	–	–	–	–	–
Welsh	–	–	1	–	6	1	3	–	1	–	–	–	–	–
Reading	1	–	38	7	15	4	–	1	–	–	–	–	–	–
Spelling	–	–	31	12	16	–	2	–	–	–	–	–	–	–
Penmanship	–	–	21	9	27	3	1	–	–	–	–	–	–	–
Inspectors' Report, Students of Second Year only.	–	1	–	5	–	6	–	–	–	–	–	–	–	–

Twelve of those who did not obtain Certificates were scheduled. Only one failed entirely.

III.—Female Department, Christmas, 1856.

First Year { 47 Candidates. 28 Certificates. } Second Year { 10 Candidates. 10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Arithmetic	–	–	13	7	22	3	10	–	2	–	–	–	–	–
English Grammar	–	–	6	8	34	2	7	–	–	–	–	–	–	–
Geography	–	–	7	5	26	4	14	1	–	–	–	–	–	–
History	1	1	13	8	20	1	11	–	2	–	–	–	–	–
School Management	–	–	5	7	32	3	10	–	–	–	–	–	–	–
Notes of a Lesson, Students, First Year.	–	–	16	–	25	–	5	–	1	–	–	–	–	–
Essay, Students, Second Year	–	2	–	6	–	2	–	–	–	–	–	–	–	–
Domestic Economy	5	1	12	5	15	2	15	2	–	–	–	–	–	–
Industrial Skill	8	–	18	5	12	2	6	2	3	–	–	–	–	1
Drawing	–	–	–	1	3	6	8	2	24	1	12	–	–	–
Music	–	–	3	1	12	3	20	4	10	1	1	1	1	–
Reading	–	–	43	10	3	–	1	–	–	–	–	–	–	–
Spelling	–	–	37	10	9	–	1	–	–	–	–	–	–	–
Penmanship	–	–	–	1	32	7	15	2	–	–	–	–	–	–
Inspector's Report, Students, Second Year.	–	–	–	9	–	1	–	–	–	–	–	–	–	–

Of the nineteen who did not obtain certificates, fifteen were scheduled and four failed.

IV.—Female Department, Christmas, 1857.

First Year { 46 Candidates. 41 Certificates. } Second Year { 6 Candidates. 6 Certificates.

Arithmetic	1	–	28	6	12	–	5	–	–	–	–	–	–	–
Industrial Skill	4	–	23	6	16	–	3	–	–	–	–	–	–	–
English Grammar	–	–	33	2	10	4	3	–	–	–	–	–	–	–
English History	–	–	14	1	19	5	12	–	1	–	–	–	–	–
Geography	–	–	3	1	22	5	20	–	1	–	–	–	–	–
Domestic Economy	3	–	13	2	26	4	3	–	1	–	–	–	–	–
School Management	1	–	12	3	29	3	4	–	–	–	–	–	–	–
Welsh	–	–	–	–	2	–	2	1	–	–	–	–	–	–
Vocal Music	4	–	6	–	29	6	4	–	–	–	–	–	3	–
Drawing	–	–	3	–	20	–	12	6	10	–	–	–	1	–
Reading	–	–	23	1	23	5	–	–	–	–	–	–	–	–
Spelling	–	–	45	4	1	2	–	–	–	–	–	–	–	–
Penmanship	–	–	2	–	16	3	28	3	–	–	–	–	–	–
Notes of a Lesson, Students, First Year only.	–	–	10	–	25	–	10	–	1	–	–	–	–	–
Essay, Students of Second Year only.	–	–	–	3	–	3	–	–	–	–	–	–	–	–
Inspector's Report, Students, Second Year only.	–	–	–	1	–	5	–	–	–	–	–	–	–	–

The five candidates who did not obtain certificates were scheduled. None failed entirely.

No change in the staff of teachers has taken place in either department since the date of Mr. Morell's report. Two of those teachers—Mr. Smith of the male department, and Miss Scott of the female department—claim grants as holders of first-class certificates of merit. I have had the honor to submit separate reports upon these claims, and to recommend in each case without hesitation that the usual augmentation of

salary should be allowed. Mr. Curtis, the Vice-Principal, also holds a first-class certificate of merit, but does not seek any grant on that account.

Mr. Fitch, the Principal, has favoured me with the following observations:—

With respect to the distribution of time, the text-books used by the students, and the general division of labour among the teachers, few modifications of importance have been made since the publication of Mr. Morell's report. Another year's experience, however, and the operation of the revised syllabus of January 1857, have combined to modify several details, and to admit of the addition of several subjects to the course.

Second Year Course.—The increased definiteness given to the work of the second year by the scheme of 1857 has proved to be of great importance. By placing physical science as an alternative, instead of an additional subject, and by narrowing the range, yet deepening the character of the history examination, the curriculum has assumed a more precise and scientific character. The course prescribed in the Rev. F. Temple's scheme is quite manageable within the year, and is a very valuable one.

On the whole, we prefer to select for all our second year students the subject of "higher mathematics," as being the best of the four alternative subjects, and the one most likely to give efficient mental training and to prove practically useful to them hereafter. But there can be no doubt that one effect of this selection is to give too great prominence to mere technical study, and too little to general literary culture. With a view to correct this tendency, three subjects have been added to the prescribed course for the second year, and are now included in our curriculum:—

(1.) *Latin.*—The rudiments of the grammar are thoroughly learnt, and simple exercises in translation and re-translation are prepared every week. The Latin grammar is also used as a medium for furnishing information on the structure of the English language, and in this way it is attempted to give some insight into the principles of grammar, as distinguished from the mere rules of a particular language.

(2.) *Logic.*—Morell's little treatise is thoroughly studied, and a number of exercises, partly from Euclid and partly from Whately's and other treatises, are worked by the students.

(3.) *English Literature.*—The brief course on this subject is founded on Spalding's work, and is supplemented by a few lectures, intended to familiarize the students with the history and the works of our greatest writers, and to guide them in their future reading.

Under the title "higher mathematics" are included geometry, trigonometry, and land surveying, algebra, and a knowledge of the structure of certain scientific apparatus. To these subjects we assign the same amount of time and of teaching power as to the geometry, algebra, and mechanics of the first year. Nevertheless in the scheme of marks which accompanies the revised syllabus, only 60 marks are awarded to "good" papers on these subjects in the second year, while 160 are obtainable for the corresponding amount of success in the first year. There is a manifest want of harmony in this arrangement, as the proportion of credit to labour is either excessive in the first year or too low in the second. A representation on this subject has been made to the Education Department, and it is hoped that the scale of marks will be re-considered.

School Management.—The provision hitherto made in the college for this department of instruction includes,—(1.) Six hours' attendance in each week in the practising school, on the part of every student. (2.) Criticism lessons which are given three times a week in the presence of the principal and a class of students. (3.) Lectures on the philosophy of teaching and on

practical school matters, which are delivered twice a week by the principal. And (4.) Occasional visits to the best London schools, on which each student prepares a written report.

Two things, however, remain to be desired under this head. It has been found that the students need a more minute supervision as to their methods and style of teaching, in the classes and in the ordinary school work. The power to give a good collective lesson is not in itself a sufficient test of a teacher's qualifications. Moreover, the second year students require some practice in the management of large numbers, and are not at present entrusted with responsibility enough to test their powers of disciplining a school. The latter requirement will be partly met by sending the second year men out in turn, to supply the places of sick or absent teachers; but both points are under consideration, and will be provided for in the arrangements of next year.

Lecturerships.—The vice-principal proposes to offer himself as a candidate for a lecturership in "history," and the "tutor" either for that in "applied mathematics" or in "physical science" at the examination of next Easter. The principal has passed the lecturership examination in English literature, but is precluded by the terms of their Lordships' Minutes from holding the lecturership itself.

It only remains to state, as the general result of my inspection, that, in both departments, the tone and discipline appear to me to be entirely satisfactory, the instruction thoroughly efficient, and the institution as a whole fully entitled to your Lordships' continued and liberal support.

I feel constrained, however, to express my concurrence in the Rev. F. Temple's criticism upon the defective character of the work done by the students in the practising schools attached to the several training colleges, and also in his recommendation to add "method" to the subjects for which an augmentation of salary may be awarded under the Minute of August 1853. My acquaintance with the practical work of the normal college, unlike Mr. Temple's, is very limited; but, such as it is, it has fixed very firmly in my mind the two following conclusions;—(1.) That, for the class of students now found there, mere practice in teaching, without constant superintendence, is for the most part useless, if not injurious. And (2.) That this superintendence should invariably be undertaken by the master of method, or that officer of the institution whose duty it is to instruct the pupils in school management.

I have the honor to be, &c.

J. BOWSTEAD.

To the Right Honorable
The Lords of the Committee of Council on Education.

REPORT *on the* WESLEYAN TRAINING COLLEGE, *in the Horseferry Road, Westminster, by Her Majesty's Inspector of Schools,* J. D. MORELL, Esq., M.A.;—*for the Year* 1857.

MY LORDS,

IN accordance with your Lordships' standing instructions respecting the inspection of training colleges, I visited the Wesleyan institution, in company with Her Majesty's Inspector, Mr. W. Scoltock, during the week commencing the 14th of September 1857.

I need not enter at present into any details respecting the physical arrangements of the institution, as no alteration has taken place in this respect since the former reports were issued. The only thing now to be remarked is the inadequacy of the accommodations,—not indeed for those actually residing there, but, for meeting all the demands which the institution has upon its resources for the supply of teachers to stations both at home and abroad. When the premises were first erected, they were constructed according to what was considered the *maximum* of the probable requirements; now, after five or six years of trial, the whole of the available room is occupied; and fresh schemes of enlargement are already on foot, to meet the growing demands of the constituency.

The number of students who have been in training during the past year stands as follows:—

In the MALE DEPARTMENT.

——	1st Year.	2nd Year.	Total.
Queen's scholars admitted or remaining in January 1857	30	18	48
Special, Queen's scholars	3	6	9
Ordinary students	7	1	8
	40	25	65

In the FEMALE DEPARTMENT.

——	1st Year.	2nd Year.	Total.
Queen's scholars	10	9	19
Special, Queen's scholars	1	5	6
Ordinary students	13	2	15
	24	16	40

The present staff of professors and school-teachers is as follows:—

1. Rev. John Scott, Principal.
   The religious instruction is afforded by the Principal, besides the general superintendence of the entire Institution.
2. Rev. M. C. Taylor, Secretary.
3. W. Sugden, Esq., B.A., Head Master.
   Mr. Sugden's chief subjects are, pædagogic, theoretical and practical, and physical science.
4. Mr. J. L. Kinton, B.A., Resident Lecturer on English Literature.
5. „ J. R. Langler, Resident Lecturer on Geography.
6. „ Conrad Cox, B.A., Mathematical Tutor.
7. „ C. Mansford, Tutor.
8. „ E. J. West, Music Master.
9. „ J. Smetham, Drawing Master.
10. Miss Goodfellow, Industrial Mistress.
11. Serjeant Low, Drill Master.

Of the above staff, Mr. Kinton and Mr. Langler have passed the prescribed examinations, and hold *lecturerships* under the Minutes of the Committee of Council. Mr. Cox has resigned his situation, which will be filled by Mr. Mansford for the future; and another tutor, Mr. Pickford, is appointed to fill up the vacancy.

The staff of teachers in the practising schools is as follows:—

Senior Mixed School, Mr. T. E. Bell.
Senior Girls' School, Miss S. A. Brown.
Junior Mixed School, Mr. E. J. West.
Model School, Mr. W. Holloway.
Infant Model School, Mr. James Bailey.

Male Students.

Before proceeding to any further remarks, I shall give a complete table of the course of study now pursued in the institution. The first column of this table shows the subjects of instruction; the second and third, the number of hours per week devoted to each subject; the fourth, the name of the teacher; the fifth, the text-books employed; while the sixth, in a few remarks, sums up any particulars which it may be desirable to state respecting the mode of procedure, and shows the amount of work usually accomplished in the course of the year.

The following is the table for—

MALE STUDENTS.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
Religious Knowledge.	3½	3½	The Principal, Mr. Kinton.	- - -	All the students are met in one class; and the Principal delivers a course of lectures, including natural theology, the evidences, doctrines, and precepts of revealed religion, and outlines of ecclesiastical history. During the present year the Epistle to the Galatians has also been minutely studied. Mr. Kinton adds to the above a course of lectures on Scripture history, addressed to the first and the second years' students in separate classes.
Reading -	2	1	Mr. Sugden Mr. Kinton	Warren's Extracts from Blackstone; M'Culloch's Course of Reading; Milton's Paradise Lost.	*First Year.*—The exercises in reading are chiefly designed to correct errors and provincialisms and to ensure a clear and distinct utterance. To this end both simultaneous and individual reading are alternately employed. *Second Year.*—A full and minute acquaintance with the words, phrases, and allusions of the book selected is given, to form a sound basis for higher elocutionary effect.
Arithmetic -	4½	1	Mr. Cox - Mr. Mansford	Tate's Principles of Arithmetic; Thomson's Arithmetic; Dr. Morgan's Arithmetic; Elements of Book-keeping (Irish Board); Treatise on Mensuration (Irish Board); Law's Mathematical Tables (Weale).	*First Year.*—One class per week is set apart for explaining the rules of arithmetic with especial reference to the principles involved, and the best method of teaching them to a class. In practice, the examples are taken from the text book and other sources. To secure the best modes of operation nearly every example is worked by the teacher on the black-board after it has been gone through by the class. Great care is taken to form quick and correct habits of calculation. *Second Year.*—Logarithms are studied in this class in their application to reversions, annuities, &c. Instruction is also given on a general course of arithmetic in schools.
Mechanics -	2	-	Mr. Cox - Mr. Mansford	Tate's Exercises in Mechanics; Baker's Elements of Mechanism.	The text book on mechanism is carefully read and commented on, examples and miscellaneous information being added. In mechanics, the elementary principles are explained according to the text book, particularly the mechanical powers and centre of gravity.
School Management and Practical Teaching.	6	6½	Mr. Sugden	Stow's Training System.	*First Year.*—The time allotted to this subject has been divided as follows:—one hour and a half has been devoted to a course of lectures upon the history of popular education in this country, including notices of the organization and methods adopted by Bell, Lancaster, the Sessional schools, and the Training system; and also an exposition of the improved methods and organization which the apprenticeship of pupil-teachers renders practicable. One hour and a half has been spent in hearing and discussing the public criticism lessons, of which fifteen weekly have been given. In this exercise the head master has derived valuable assistance from Messrs. Bell, West, Bailey, and Holloway, the masters of the practising and model schools. Three hours weekly have been spent in the practising schools in actual teaching under the superintendence of the masters previously named.

Subject.	Hours per Week 1st Year.	Hours per Week 2nd Year.	Teacher.	Text Books.	Remarks.
School Management, and Practical Teaching.	6	6½	Mr. Sugden	Stow's Training System.	*Second Year.*—Two hours per week have been devoted to a course of lectures, in which the principles of intellectual and moral philosophy have been brought to bear upon the practice of teaching. The views of the Scottish school have been followed, and merely speculative discussions have been avoided The course also embraces some lectures upon the methods of keeping registers and other practical topics. One hour and a half has been given to criticism lessons, as in the case of the first year's students; and three hours per week have been spent in the practising schools. In addition to the time thus accounted for, each student, whether of the first or the second year, has spent an entire week continuously in the model school, receiving valuable practical instruction and example from Mr. Holloway.
English Grammar and Language.	3¼	3	Mr. Kinton.	Morell's Essentials of English Grammar; Morell's Analysis of Sentences; Latham's English Grammar.	*First Year.*—The principles of English grammar are taught mainly by lectures, the first of these text-books being used chiefly as affording a convenient outline for a more complete development of the subject. Such a broad and general view has been attempted as may serve to explain and account for the varying arrangements and definitions of the ordinary text-books on English grammar. In illustration, the selected chapters from Blackstone, together with other passages from M'Culloch's Course of Reading, have been used, and large portions of them parsed, analysed, and paraphrased. *Second Year.*—In this class the second and third of the text books are read, and a full and particular study of the structure of words and sentences, and of the history of the English language entered into. In connexion with this, the first book of Milton's Paradise Lost has been carefully read, together with portions of Shakspeare's "King Lear."
Geography.	3	4	Mr. Langler	Cornwell's Geography; Guyot's Earth and Man; Hughes' Manual of Geography; Moseley's Lectures on Astronomy.	*First Year.*—The course embraces a few introductory lectures on geographical terms, to facilitate more exact description. The political geography of the various countries of Europe and the British colonies constitute the main portion of the work of the first session. *Second Year.*—This course extends to the geography of all the other parts of the world. The connexion of the physical with the political and commercial geography is pointed out and illustrated. Popular astronomy is added to the studies of the class; and the drawing of outline maps is a frequent exercise in both years.
English History.	2	1½	Mr. Kinton	Farr's History of England; Hume and Smollett's History of England.	*First Year.*—The outlines of English history are learned from the first of these text-books, and further information on the history of the constitution is communicated orally. *Second Year.*—In this class the period from Henry VII. to Charles I. has been selected from Hume, and supplementary instruction has been given by lectures, chiefly on the history of the government and literature during this period.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
Euclid - -	1	—	Mr. Cox -	Potts' School Euclid	*First Year.*—The first four books are carefully gone through, with diagrams on the black-board.
Algebra -	2	—	Mr. Cox - Mr. Mansford	Colenso's Algebra, Part I.	*First Year.*—The class works as far as quadratic equations in the text-book.
Drawing -	2	2	Mr. Smetham	Butler Williams' Instructions in Drawing; Burchett's Practical Geometry; Burchett's Practical Perspective.	*First Year.*—In this class freehand drawing is practised, and a course of lectures is given on practical geometry, with frequent exercises. *Second Year.*—In this class perspective is studied, and a good deal of practice is afforded in model drawing and drawing from memory.
Vocal Music	3½	3½	Mr. West -	Hullah's Manual of Wilhem's Method; Hullah's Grammar of Harmony and Exercises; Wesleyan Hymn-tune Book; the Training School Song Book.	*First Year.*—This class receives one hour's instruction weekly in the theory of music, and two hours and a half of practice. The practice has included during the present year the performance of a selection of school songs and psalmody, besides the performance of Mozart's Twelfth Mass and Handel's Messiah and the Dettingen Te Deum. *Second Year.*—The principles of harmony, with exercises illustrative, occupy an hour weekly. The practice is the same as in the first year.
Higher Mathematics,	—	8	Mr. Cox -	Potts' School Euclid: Tate's Geometry; Wood's Algebra by Land; Hann's Trigonometry (Weale's Series); Colenso's Trigonometry, Part I.; Baker's Elements of Mechanism; Galbraith and Haughton's Optics.	*Second Year.*—The work of this class embraces the following heads:— 1. Euclid.—A portion of the Fifth Book is read, *preparatory* to the Sixth. Most of the exercises given in the text-book are worked in the class. 2. Surveying and Levelling.—Plans are drawn and calculations are made from the field notes given in the text-book. The construction of the instruments employed and the modes of operation are carefully explained. 3. Algebra.—The text is read on the subjects following quadratic equations, and the greater part of the examples are wrought. 4. Trigonometry.—The course comprises solutions of triangles and some equations and problems. 5. Mechanics and Optics.—The text-books are read and additional examples and illustrations are given.
Physical Science.	—	8	Mr. Sudgen	Dr. G. Wilson's Chemistry; Dr. Golding Bird's Natural Philosophy.	*Second Year.*—The class is taken through the whole of the first text-book named, and all the important experiments are performed before the class. In the revision the students perform for themselves as many as possible. The work includes a tolerably full treatment of inorganic, with a brief sketch of organic chemistry. From the excellent work of Dr. Golding Bird, the chapters on Franklinic electricity, voltaic electricity, electro dynamics, &c. are carefully studied and illustrated.

This whole scheme of study has been framed in pretty strict accordance with the plan laid down by Professor Moseley, in the syllabus issued by the Committee of Council. The course

there marked out has received the cordial approval of the tutors in this institution, as I believe elsewhere, and has been practically carried out during the last year with the heartiest zeal and energy. The modifications, moreover, which have been made in the syllabus, during the last year, have been felt to lie in the right direction. In a former report which I wrote upon this institution, I made some remarks upon the disproportionate amount of attention which seemed to be given to the *mathematical* element over the *literary*. It can hardly be said that this is necessarily the case *now*, or that the syllabus above mentioned is calculated to lead to it. In the first year, it is true, a large portion of the course relates to arithmetic, algebra, Euclid, and mechanics; but these branches are taken up during this year only *in their more elementary forms*, and only so far as it is absolutely necessary for every schoolmaster under the Government Minutes to understand them, in order to discharge his actual duties aright. In the second year there is a four-fold alternative presented; so that every student can follow the course for which his mind appears to be most adapted, whether in connexion with mathematics, physical science, English literature, or classics. In the present year all the students have selected either physical science or mathematics; but, as some little taste for literature, and even some elementary knowledge of Latin, is gained now by many of the pupil-teachers in the course of their apprenticeship, it is probable that future years may show that there are as many students who are glad to follow the prescribed course in the pathway of *literature*, as in that of mathematics or physical science. In the present demand for teachers, and the limited supply now issued from the institution, it is not possible to retain any for a third year's course; so that it has not as yet been necessary to mould the regular scheme of study so as to include the subjects required of third year students. I may mention, however, in passing, that a very decided opinion has been expressed to me, both here and at the British and Foreign School Society's institution, *against* the proposition countenanced by Mr. Temple in his last report, to exclude the study of mental philosophy from the subjects of examination, whether for third year students or for candidates for lecturerships in the training colleges. As the *principles* of all education lie really in the proper application of our knowledge of the human faculties to the means of their development, it is thought to be a conclusion both hasty in itself and ill-sustained either by fact or by reason, that a man should become a *worse teacher* for studying the scientific principles on which all teaching virtually rests. Even admitting that the works on mental science, as applied to education, are at

present meagre and unsatisfactory, we must not forget that a *demand* for better digested books on such a subject is pretty sure to create a supply; and, indeed, in the excellent "Manual" of Mr. Currie, of the Edinburgh Normal College, we have now before us an example of the manner in which that demand is already beginning to be supplied, and will so continue, as the result of the large amount of thought which is now being directed to educational questions.

With regard to the various subjects which the above plan of study has included during the last year, it is difficult to particularize any one as standing out with any peculiar prominence from the rest. The whole establishment is conducted on the principles of a Christian household, presided over with great care and fidelity, as well as sound intelligence, by the Principal, and instructed by him also at regular periods in the doctrines both of natural and revealed religion.

With regard to the *reading*, I cannot say that I regard it as eminently successful. A considerable number of the students, and those too of the second year, fall considerably below the average mark given to designate relative excellence in this particular. Some of the students, however, I am bound to say, read *remarkably well*.

A good deal of attention is paid to English grammar and literature, and the lecturer, Mr. Kinton, who has made this subject quite a speciality, exhibits in his lectures a range of knowledge and a power of drawing illustrations from a great variety of sources, which cannot fail to make his instructions eminently suggestive and valuable.

At the Christmas examination of 1856, the geography papers *generally* throughout the training colleges were found to be meagre and unsatisfactory. A considerable effort has been made *here*, during the present session, to remedy this deficiency. There is not, indeed, so much time spent *now*, as was formerly spent, in the niceties of map drawing; but the whole subject of geography, physical and political, is taken up with a much wider grasp of the subject; and, if I may judge by the excellent lessons which I had the pleasure of hearing from Mr. Langler, a very successful result may be looked for in the examination of 1857.

The mathematical department has been conducted with a pretty close reference to the requirements of the students at the Christmas examination. A good deal of stress is laid on the full explanation of the *rules* and *laws* of arithmetic, for which a separate hour is set apart. The students of the first year are well drilled in the first three or four books of Euclid, and in the elements of algebra, including equations. The second

year's class carries the students forward into the use of logarithms, trigonometry, and the application of mathematical calculations to simple mechanism. *Both* the tutors have worked diligently to secure the progress of the students in these points; and the tutor now remaining, Mr. Mansford, on whom the mathematical department will in future mainly devolve, shows great promise as a lecturer by the ease of his method and the facility of his illustration.

But the most important subject after all, and that to which the greatest share of attention is devoted, is *school-management*. This branch is chiefly under the immediate direction of the head master, Mr. Sugden, who possesses the advantage of having accumulated very much personal experience as a practical teacher in various parts of England and Scotland.

The lectures to the first year students are chiefly practical; detailing the various systems of school organization in connexion with the history of education, and illustrating and enforcing what are considered to be the best and most approved *school methods* generally.

The second year's course is somewhat more theoretical, and includes a brief sketch of mental philosophy, and its manifold applications to education. In addition to this, each student spends three hours per week in the practising schools; and a certain number of lessons are given weekly by the students in rotation, which are then carefully gone over and criticised, so as to point out errors of manner or matter, and to suggest improvements in both.

There is also another arrangement practised here which appears to me very valuable in connexion with the pœdagogic training of the students. Each student of the first year is required to pass *one whole week continuously* in the *model village school*. On this occasion, he is not required to teach or to manage any of the classes, but, he simply watches the procedure, takes note of everything which strikes him in connexion with the school methods, keeps the school register, and gains a general oversight of the entire plan of school organization and discipline.

The second year students *also* spend a whole week in the model school, and on this occasion are supplied with questions by the master of method, the answers to which are calculated to bring their notions on school-management into a definite form. All these appliances combined,—the lectures, the *practical* teaching, the criticism lessons, and the periods of *systematic observation* in the model school,—leave very little to be desired on the score of professional training. Not that all this will *infallibly* produce good teachers; but, where the material

exists, it is certainly well calculated to draw it forth, and direct its practical application to the actual work which every teacher has to perform.

Since last year a new room has been fitted up for the philosophical apparatus, and for the lectures on chemistry and physics. This room, though not large, is convenient, and greatly facilitates the instruction given by the head master to those of the second year students who desire to pass an examination in these subjects.

During my visit, I had the pleasure of witnessing some of the lessons on music, together with the practice of part singing. The grammar of music, with the power of singing at sight, is thoroughly impressed, and some four part hymns were sung *for the first time* with almost faultless accuracy. This was followed up by the practice of some of Handel's choruses, which are sung with considerable spirit. The instruction is not carried very far into the laws of harmony; but as much is given as may find any chance of practical application in the course of a schoolmaster's experience.

The drawing master has been unfortunately suffering from illness, and the students have been practising under a temporary supply. I was glad to find, however, that every student, male and female, took both the music and drawing paper at the Christmas examination.

Female Students.

The female department is conducted by the same teachers as the males. With the exception of the industrial mistress, all the regular lessons are given by the *masters*. The intellectual result accruing from this plan is probably better than any other, although there are certainly *some* inconveniences arising from the want of an assistant governess, as also from the want of more entire separation between the male and female departments. These wants may, perhaps, be remedied in process of time by an entirely new arrangement for the female students in a separate locality, or by some other plan equally eligible.

The following is the scheme of study laid down and pursued by the—

FEMALE STUDENTS.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
Religious Knowledge.	3½	3½	The Principal	- - -	The course is the same as in the case of the male students.
Penmanship	1	1	Mr. Mansford	M'Leod's Graduated Series of Copy Books.	Between the midsummer vacation and Christmas, another hour per week is given to this exercise, under the head master. By conducting the students through a carefully graduated course of exercises, pointing out the reasons of the arrangement, and giving illustrations on the black-board of the most usual defects, it is endeavoured to secure a good plain style of writing, and to show the best modes of teaching it.
Arithmetic -	5½	3	Mr. Cox - Mr. Mansford	Chambers' Arithmetic; Tate's Principles of Arithmetic.	*First Year.*—The instruction in the principles of arithmetic, and in methods of teaching, is the same as that given to the male students of the first year. The greater part of the examples found in the text-book are wrought in class, and others are given as supplementary. *Second Year.*—The course in this class is an extension of the one given above, and greater attention is given to the style of operation in respect of conciseness and facility in working.
School Management.	6	6½	Mr. Langler	Stow's Training System.	*First Year.*—The time allotted to this subject is apportioned in the following manner:—Three hours per week are spent in practical teaching, under the superintendence of the mistress of the girls' school and the masters of the junior and infant schools. One hour and a half is devoted to the giving of criticism lessons, under the superintendence of Mr. Langler and the teachers above mentioned; and another hour and a half is occupied by lectures. Selected portions of Mr. Stow's work have been read in the class, and the branches of instruction suited to elementary, and especially to infant schools, have been treated of with reference to the methods to be employed with classes of children, varying in age, numbers, and attainments. Some time has been devoted to the preparation of notes of lessons. *Second Year.*—The time given to the subject has been arranged similarly to that of the first year's students, except that two hours have been occupied weekly with lectures. These have included the principles of education with especial reference to the physical and intellectual requirements of the scholars in infant schools, and also the modes of keeping school registers. Besides the instruction thus given, each student, whether of the first or the second year, spends a week consecutively in the infant and girls' schools, to gain a fuller opportunity of observing the details of organization and method.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
English Grammar, &c.	3½	4	Mr. Sugden Mr. Kinton	Morell's Essentials of English Grammar; Morell's Analysis of Sentences; M'Culloch's Grammar; Spalding's English Literature.	*First Year.*—The great variety of text-books (often differing widely from each other in detail) which the students have previously read, and the very superficial acquaintance which they generally have with this subject, render it necessary to make a thorough revision of it, and to exhibit the fundamental principles of the science in as general forms as may be, to young persons having no knowledge of any language but their mother tongue. Towards the close of the course frequent exercises in etymological and syntactical parsing, and in the analysis of sentences, are performed. *Second Year.*—In addition to extending the knowledge gained during the first year's course, an outline of the history of the language and literature of our country is given, with more minute illustration of the more important periods of the present or modern stage.
Geography, &c.	3	4	Mr. Langler	Cornwell's Geography; Guyot's Earth and Man; Patterson's Zoology for Schools.	*First Year.*—The course is similar to that of the male students, but owing to the very defective knowledge of many of the students at their entrance, the instruction has necessarily been more elementary. The geography of Europe and of the British Empire have been the chief subjects of study, and natural history has also received some attention. *Second Year.*—A more detailed knowledge of the countries of Europe, and their commercial relations with other parts of the world, has been given. Those portions of Guyot's work which treat of actual physical phenomena have been studied, and a brief sketch of popular astronomy has been added.
History	3	2½	Mr. Kinton	Farr's Collegiate History of England.	*First Year.*—The leading facts in English history, down to the death of George III. are prepared from the text-book by the students, in portions previously assigned. They are then examined on these portions, and their information is rendered more precise and extensive by comments from the teacher, and by lectures on the more important epochs. Besides this, the Stuart period has been more particularly studied this year, and detailed information has been imparted respecting the principal events and personages. *Second Year*—The general subject is revised, special attention being paid to the progress of society, commerce, and arts. Besides attending the lectures on the Stuart period, they receive further instruction in the history of parties and of the constitution during that time.
Drawing	2	2	Mr. Smetham.	Williams' Instructions in Drawing.	*First and Second Years.*—The same course of free-hand and model drawing is pursued as with the male students, but no attempt is made to include practical geometry and perspective. The female students are usually, on entering, so entirely ignorant both of the practical art and of the scientific principles on which it rests that the results are far from satisfactory. Many, however, have acquired the power of roughly illustrating lessons, by chalk sketches on the black-board, which is a very valuable professional qualification to a teacher.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
Vocal Music	3½	3½	Mr. West	Hullah's Grammar of Harmony and Exercises; Hullah's Manual of Wilhem's Method; the Training School Song Book; the Wesleyan Hymn-tune Book.	*First Year.*—The course is the same as for the male students. *Second Year.*—This course is the same as for the male students. It is made optional with the female students of the second year to take the harmony class or not.
Domestic Economy.	1¼	1	Miss Goodfellow.	Tegetmeier's Domestic Economy; Easy Lessons on Money Matters.	*First Year.*—The subject is prepared in portions selected from the text-book. The acquaintance of the class with these portions is afterwards tested by examination, sometimes oral, sometimes written, and additional information is given on such points as the teacher deems necessary. *Second Year.*—In addition to a revisal and extension of the knowledge obtained during the first year, the little work above named of Archbishop Whateley is read in the class.
Industrial Knowledge.	2	2	Miss Goodfellow.	- - -	Arrangements are made to secure a sufficient supply of material for the making of such useful articles of clothing as are commonly made in schools. Both classes are employed in cutting out, fixing and making up these, both for children and adults. The best way of cutting the material to advantage is explained, and the most expeditious modes of fixing the work for children.
Reading, &c.	2	1	Mr. Sugden Mr. Kinton.	M'Culloch's Course of Reading; Mann's Book of Health.	In both classes it is sought to cultivate a distinct and expressive style of reading. In this great advantage is derived from the use of the simultaneous method in the correction of defective pronunciation, and hurried modes of utterance. The lessons are so selected as incidentally to acquaint the classes with subjects likely to be useful to them afterwards as teachers.

The general spirit of the teaching here is the same as on the male side, and in some particulars altogether identical. More attention is paid, however, to the process of *infant school instruction*, for which the excellent model school gives great facilities; and there are separate classes for industrial knowledge and domestic economy. With regard to the last-mentioned department, I cannot refrain from mentioning an opinion which I have heard expressed on more than one occasion, that, however necessary domestic economy may be to mothers and managers of families, yet the formal introduction of it into training colleges and other schools turns out for the most part to be very much of a practical failure. It appears to be one of those subjects which are best learned in and through a personal apprenticeship to the circumstances of human life.

In conclusion, I beg leave to express my gratification in finding that the institution is in all respects so well answering the end for which it was formed; that its conduct is marked by so much care and prudence; its instruction by so much zeal and success; and its results by so much benefit to those amongst whom the teachers are sent as instructors and *examples* to the young.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

WESLEYAN TRAINING COLLEGE FOR SCHOOLMASTERS,

IN HORSEFERRY ROAD, WESTMINSTER.

First Year { 41 Candidates. 28 Certificates. Second Year { 21 Candidates. 20 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Grammar and English Literature.	1	–	10	9	17	10	13	2	–	–	–	–	–	–
History	1	–	6	10	19	8	9	3	5	–	–	–	1	–
Geography	1	–	2	12	27	9	11	–	–	–	1	–	–	–
Arithmetic and Book-keeping	2	–	16	4	12	11	10	6	–	–	–	–	1	–
Euclid (Students of 1st Year only).	2	–	9	–	17	–	11	–	2	–	–	–	–	–
Algebra (Students of 1st Year only).	1	–	6	–	18	–	11	–	4	–	–	–	–	–
Industrial Mechanics (Students of 1st Year only).	–	–	–	–	10	–	14	–	10	–	6	–	–	–
Physical Science (Students of 2nd Year only).	–	–	–	6	–	4	–	–	–	–	–	–	–	–
Higher Mathematics (Students of 2nd Year only).	–	–	–	3	–	2	–	4	–	2	–	–	–	–
Vocal Music	1	–	5	5	21	11	14	5	–	–	–	–	–	7
Drawing	1	–	3	–	16	1	16	14	4	6	–	–	1	–
School Management	1	–	22	10	14	11	4	–	–	–	–	–	–	–
Latin	–	–	–	–	1	–	–	–	–	–	–	–	–	–
Reading	–	–	26	7	14	6	1	8	–	–	–	–	–	–
Spelling	–	–	15	20	22	1	3	–	–	–	–	–	–	–
Penmanship	–	–	17	8	22	12	2	1	–	–	–	–	–	–
Inspector's Report (Students of 2nd Year only).	–	2	–	10	–	7	–	1	–	–	–	–	–	–

WESLEYAN TRAINING COLLEGE FOR SCHOOLMISTRESSES.

IN HORSEFERRY ROAD, WESTMINSTER.

First Year { 26 Candidates. / 21 Certificates. — Second Year { 8 Candidates. / 8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Arithmetic	1	–	10	2	9	5	5	1	1	–	–	–	–	–
Industrial Skill	2	–	13	7	11	1	–	–	–	–	–	–	–	–
English Grammar	–	–	18	8	7	–	1	–	–	–	–	–	–	–
English History	–	–	1	–	10	6	14	2	1	–	–	–	–	–
Geography	–	–	2	–	5	4	10	4	8	–	1	–	–	–
Domestic Economy	1	–	15	2	8	6	2	–	–	–	–	–	–	–
School Management	–	–	3	–	20	7	3	1	–	–	–	–	–	–
Vocal Music	–	–	1	–	8	5	14	3	3	–	–	–	–	–
Drawing	–	–	–	–	–	–	1	–	7	7	–	–	18	1
Reading	–	1	22	4	4	3	–	–	–	–	–	–	–	–
Spelling	–	–	25	8	1	–	–	–	–	–	–	–	–	–
Penmanship	–	–	–	2	3	–	17	5	1	1	–	–	–	–
Notes of a Lesson (Students of 1st Year only).	–	–	1	–	18	–	3	–	3	–	1	–	–	–
Essay (Students of 2nd Year only).	–	–	–	–	–	6	–	2	–	–	–	–	–	–
Inspector's Report (Students of 2nd Year only).	–	2	–	5	–	1	–	–	–	–	–	–	–	–

REPORT *by Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC TRAINING COLLEGE *of* ST. MARY'S, *at* HAMMERSMITH;—*for the Year* 1857.

MY LORDS,

Period of inspection.

IN the month of September 1857, I visited, together with my colleague, Mr. Stokes, the three training colleges at Liverpool, St. Leonard's, and Hammersmith, which have been established under the auspices of the *Roman Catholic Poor School Committee*, and recognized by the Committee of Council. The first two receive female students, the last is destined for males. It has been arranged that the inspection of these institutions, and the yearly examination of the students, shall be conducted by Mr. Stokes and myself at the same fixed period in successive years. I have now to present my third annual report upon the Hammersmith training college.

Staff.

It is very satisfactory to me to state that the staff of professors and teachers in this college has at length been completed. The following is a list of the officers now employed in the institution.

Rev. John Melville Glenie, M.A., Principal.
Rev. Thomas John Capel, Vice-Principal, and Master of Method.
Mr. Robert Walker, M.A., Lecturer.
Mr. Thomas Graham, Lecturer.
Mr. Collier, Drawing Master.
Mr. Talbot, Music Master.

In addition to the above, the principal proposes to engage immediately a second teacher of mathematics.

Vice-Principal.

During the past year Mr. Capel, formerly an elementary teacher, holding the first-class certificate of merit, to whose ability, judgment, and assiduity the college owes so much, has been promoted to Holy Orders. I may venture to express my gratification that this distinguished and devoted teacher has been thought worthy of so great an honor. His appointment as Vice-Principal has the full concurrence of all, and especially of the Principal, who are concerned in the welfare of the college, whose interests it cannot fail importantly to promote. It is also a subject of congratulation that some of the higher subjects of instruction have been committed to a gentleman so competent as Mr. Walker to do justice to them. The teaching force is now fully adequate to meet all the demands which can be made upon it.

Number of Students.

It was hoped that the total number of students in residence would this year have exceeded forty, an expectation which has

been disappointed by the failure of a large number of the candidates, upon whose want of success it will be my duty to offer some remarks. The number of second year students is now fourteen, some having quitted the college at Christmas to enter upon the charge of schools; whilst the first year students who have recently obtained Queen's scholarships, are only thirteen. The total number actually in residence is therefore twenty-seven.

Failure of male candidates.

In my report for 1856, I expressed my regret that *ten* candidates for scholarships had proved unsuccessful, and I took the liberty of calling the attention of school managers to the unpleasant fact, and to certain reflections which it naturally suggested. This year the result is still more discreditable, *fifteen* candidates having been rejected by the official examiners.

Success of female candidates.

Before I make any comments upon this catastrophe, or attempt to indicate the causes which have produced it, it seems expedient to refer, by way of contrast, to the very different results obtained at the examination of *female* candidates which took place simultaneously at the St. Leonard's training college, which is also in my district. Of the male candidates more than half failed altogether, and only three, or about eleven per cent., gained the first class. Of the *female* candidates *all* were were successful, and sixty-five per cent. achieved that distinction. Can any explanation be given of this phenomenon, which is so regularly repeated every year, that it may be accepted as a normal fact? I have no difficulty whatever in answering this question.

Peculiar training of female apprentices.

In my general report for this year I have noticed that 112 female pupil-teachers out of a total of 147 in my district, about three-fourths of the whole, are apprenticed in schools taught by members of religious communities, Sisters of Mercy, Sisters of Notre Dame, and others. It is easy to conceive the peculiar advantages which such pupil-teachers enjoy.* Constantly associating with ladies of gentle and persuasive manners, who, besides their superior natural gifts, are inspired in all their duties by the loftiest motives which can influence human nature, and who teach even more by example than by precept, they have always before them models by which to frame their own character and habits. For several years in succession I have had abundant opportunities of observing the effects of this special training. Amongst the most remarkable examples are those which have occurred in the schools of York, St. Mary's; Banbury, St. John's; Birmingham, St. Ann's and St. Mary's;

* I speak of the *rule*, to which only I know, after an experience of more than nine years, at the most two exceptions.

Wolverhampton; Brighton, St. John's: St. Leonard's-on-Sea; Newport, St. Mary's; London, Blandford Square, High Street, Marylebone, and Little Albany Street; and some others, especially Great Guildford Street, under the Sisters of Notre Dame. In all such schools, and those of the same class, with only one manifest exception, the pupil-teachers have sooner or later exhibited the effects of the special and peculiar discipline to which they have been subjected. None, but the incurably heedless and unstable can resist its power.* The great majority have profited by it to the fullest extent. It will not of course create talent where none exists, nor evoke capacity which nature has refused. But it will gradually form, and has done so in innumerable cases, those characteristic dispositions which distinguish the really valuable and successful teacher,—industry, patience, modesty, and fortitude; it will inspire purity of motive, zeal for what is excellent and true, the gentleness and refinement of manner which accompany definite religious habits, and especially a certain calmness and self-possession which generate confidence even in inevitable difficulties, and furnish adequate strength to resist and overcome them.

Different training of male apprentices.

The case of male pupil-teachers is of course very different, and the nature of their training often in direct contrast to that of females. I am far from denying that many schoolmasters are animated by religious motives, or that they sincerely endeavour, according to the measure of their gifts, to discharge faithfully their obligations to their apprentices. I know such men, and never see them without admiration of their intelligent labours, and of the excellent spirit in which they are performed. But there are many who belong to quite another class. It is painful to speak of them, but it is really necessary to trace effects to their true causes. It must be said, then, that there are still too many masters who have only the feeblest qualifications for their office. What they lack is not so much a fair amount of talent and attainments, which most of them possess, but those higher gifts alluded to above, without which neither skill nor knowledge can effect more than barren and mutilated

* Innumerable testimonies, which would fill a volume, have been furnished by travellers of every rank and creed to the signal success of the class of teachers referred to. One of the latest which I have seen proceeds from a Scotch presbyterian clergyman, whom I quote on account of the unusually vehement enmity which he displays towards them. Of the Sisters of Charity in St. Louis, one of the most important cities of Western America, he says, "Their schools have a larger attendance than all the common schools of the city, so excellent is their organization, and so extensive their influence."—Rev. G. Lewis, *Impressions of America and the American Churches*, p. 253. Elsewhere he notices that some of the Sisters had been recently sent "to form an institution on the Red River, in the *ungenial* region of the Hudson Bay Company. They embarked on the Ottawa in a canoe, exposed unsheltered to the storm. It is impossible not to respect such devotion;" p. 360. Nor can one be surprised, I may add, at the effects which it produces.

results. It is an ungrateful task to notice these defects, but in the face of facts which are constantly recurring it becomes a duty to speak plainly.

Peculiar difficulties of male teachers.

It ought, however, to be observed, in justice to male teachers, that two disadvantages almost invariably accompany their labours, both of which are of a serious character. In the first place, they derive very little aid, for reasons which I have indicated in a former report, from school managers, whose influence upon pupil-teachers, except in comparatively rare instances, has been hitherto hardly perceptible; and in the second, they have generally less favourable materials to deal with than the teachers of female schools. A considerable number of the male apprentices have been recruited, especially in certain districts, from a class hardly susceptible of polish or refinement. In the hands of teachers of a higher order better results might certainly have been obtained even in these extreme cases; and a few examples have occurred of apprentices belonging originally to a very low social class who have become eventually energetic and successful teachers. But under the feeble and unintelligent direction of masters almost as coarse as themselves, and deriving little help from the counsels or suggestions of others, they too commonly present themselves as candidates at the training college, after the completion of their apprenticeship, in such a form, and with such attributes, as may well dismay and alarm the officers of that institution. I have always endeavoured to prevent the admission of pupil-teachers of this class, but as long as the stipends offered to them remain at their present level, school managers will probably seek in vain to obtain others.

Normal college not a remedy for them.

Certain practical conclusions follow from these considerations, to which, in reporting upon the only male training college in my district, I am anxious to be allowed to call attention. Some persons appear to think that the whole labour and responsibility of preparing duly qualified schoolmasters belong exclusively to the normal colleges. It is important to correct so grave a mistake, the influence of which can only tend to perpetuate existing evils by withdrawing attention from the true remedy. No one who has acquired any experience in this matter will hesitate to admit, that there is a process which must *precede*, as well as one which must *follow*, the work of the training college. Upon both of these necessary operations it is expedient to say a few words.

Previous discipline necessary.

A normal college is not an elementary school, nor is it a fit place for students who are still in need of elementary instruction. Such institutions were designed for quite another class. It is necessary that persons seeking admission into them, whether previously pupil-teachers or not, should have com-

pleted, or at least have made considerable progress in the various studies which precede the special course proper to the period of residence in a training college. Candidates of any other class should be unhesitatingly rejected. Not one in ten of them can be expected to succeed, and their presence is only a distraction to the professors and an impediment in the way of their fellow students. It is of course assumed that, in the case of pupil-teachers, the requisite amount both of knowledge and experience has been acquired during the five years of apprenticeship. The fulfilment of this condition depends, however, mainly upon the masters under whom they have served, and in some degree upon the managers of their schools. When the former are incapable or negligent, and the latter unconscious of any responsibility with respect to them, the apprentices thus unfortunately placed are pretty sure to be found at last in the list of "failures." Nor could any other result be reasonably expected. If, then, in a single examination, fifteen candidates fail to obtain the Queen's scholarship, though the failure of some may be fairly attributed to their own radical defects, and the masters to whom they were apprenticed are free from all blame,* yet in a large proportion of such cases the true explanation is to be found elsewhere. They have failed because the period of apprenticeship was really nothing but a preparation for failure.

Results of its absence.

The training college upon which I am reporting has, I conceive, suffered much from the admission of a certain number of students of this class. Encouraged by success in dealing with similar cases in past years, the principal, anxious to supply with the least possible delay the growing demand for qualified masters, has perhaps applied too leniently the tests which ought to be proposed to every candidate for admission. The class-list of this year records the inevitable result. The experience of former years has proved the high qualification of the college authorities, but they cannot perform impossibilities, and will do well not to attempt them.

Must be acquired during apprenticeship.

It is of course to school managers throughout the country that the college must look for assistance in this particular difficulty. I have said that there is "a process which must *precede* the work of the training college," and I wish to insist upon this truth. The discipline of the students, both moral and intellectual, should be commenced during the term of apprenticeship. The cases in which this is really and effectively accomplished are, I fear, less numerous than could be wished. There is too often a direct contrast, to repeat what

* This must certainly be true with respect to the unsuccessful candidate from the excellent school at Barnsley in Yorkshire.

has been already observed, between the male and female students. In the latter, one is struck with the evidences of gentleness, docility, refinement, and humility, no matter from what class they may have originally sprung; in the former, these qualities are rarely perceived. If there be a remedy for this evil it lies in the hands of school managers, and it very much concerns the future character of Roman Catholic male schools that it should be speedily applied.

New measures for securing it.

It is extremely satisfactory to know, as well as full of promise for the future, that the ecclesiastical authorities have begun to exert their peculiar influence precisely in that direction in which it will act with the greatest power, and be most sensibly and profitably felt. During the past year they have prescribed a minute scheme of examination in religious subjects for the students in training colleges, and have deputed several distinguished persons to the office of examiners. It is impossible not to hail this step with pleasure and gratitude. The most auspicious results may be anticipated from it. Henceforth school managers will be unwilling that their apprentices should acquit themselves with discredit in the very presence of their ecclesiastical superiors, or reveal, by their ignorance and want of religious discipline, the careless and negligent culture which had been provided for them. And the effects of this excellent measure will not be limited to the moral and religious character of the students. Whatsoever tends to elevate *that* must, in the same degree, give force and energy to their other faculties. It will tell, therefore, upon their whole subsequent career as schoolmasters, and tend directly to the formation of those special qualifications which at present we look for in vain in so large a proportion of their number. I will venture to assert that no teacher who enters upon his arduous and difficult duties with only a meagre and superficial knowledge of religious truths, with his mental and moral faculties imperfectly disciplined, without regular and systematic devotional habits, and with the coarse and unattractive manners which always accompany such a state of heart and mind, can ever accomplish the task intrusted to him. Such a man is altogether out of his place as a guide and teacher of children. He neither knows what is expected from him, nor is capable of doing it. In such hands *education* degenerates into the feeblest kind of *instruction*, without definite aim or purpose, and is commonly limited to the listless acquisition of a certain number of unprofitable facts in two or three departments of secular knowledge, which are destined to be forgotten almost as soon as learned.

Its value.

I may be allowed to add, that the results of my own experience and observation with respect to the comparative

merits and usefulness of teachers of various orders are perfectly uniform, and such as to leave no room for doubt or hesitation in estimating them. The man whose own habits have been diligently formed by careful religious discipline, and whose ruling principle in all the labours of his calling is charity, will accomplish tenfold more important and durable results, even intellectually, than the clever and showy teacher, who possesses far greater natural ability and a wider range of attainments, but who wants the gravity, sobriety, and earnestness of purpose, for lack of which his other gifts are sterile and unprofitable. It is not the candidates who in past times have gained the highest classes in the certificate examinations, who render the most valuable service in schools; on the contrary, they are often found to be the least trustworthy members of their profession. The patience and wisdom which flow from a religious life, and not mere mental activity, are, if I may judge from what I have seen of their effects, the highest qualifications of a teacher; and the authorities to whom I have referred deserve our gratitude for reminding us of this principle, and for the measures which they are now adopting in harmony with it.

Final process of discipline.

But if there is a work of paramount importance which needs to be commenced *before* entering the training college, there is also, I believe, another which should ensue *after* its special labours have been completed. The training college, if it is to accomplish what the world expects from it, must receive only such students as have been *previously* prepared to profit by the advantages which it offers; but even in the case of this class, with rare exceptions, which hardly deserve to be taken into account, something will still remain to be done *after* they have quitted the normal college. What this final process should be I will now venture to indicate.

Probation as assistants.

The great majority of students, especially those of the first year, who pass immediately from the training college to the duties of sole teacher in an elementary school, are found to exhibit qualities more or less injurious to their usefulness. They are conceited, or impatient, or unstable, or superficial. Some few are absolutely incompetent, both intellectually and morally, and ill-prepared to guide either themselves or others; whilst in a still larger number are observed, in spite of various merits, two special defects, want of earnestness and want of refinement. It seems to me, therefore, that a subordinate position, on first quitting the training college, would be far more suitable to the majority of these young teachers. In other words, the system of *assistant* teachers, with certain needful modifications, appears to be the almost essential *complement* of the training college. Two or three years spent in

company with a grave and experienced teacher, comprehending his own mission, and capable of practically illustrating its real character to others, could not but be an invaluable preparation for the future and independent labours of such assistant masters.

Could not be attempted immediately.

It must be confessed, however, that this system could hardly be tried on a large scale at the present moment, though it may come into operation at a later period. The number of masters capable of aiding such assistants efficiently is at present inconsiderable, and no advantage could be derived from associating them with those of an inferior class. It would be imprudent to attempt at this moment the introduction of such a system. Yet it may be well to keep it in view as a scheme to be executed at a more favourable period.

Would involve some changes.

If, however, this plan should ever be generally, or even partially adopted, it might be expedient to revise that portion of the existing regulations which defines one assistant to be a substitute for two pupil-teachers. This would be necessary, I conceive, on two grounds. In the first place, many school managers would be very reluctant to accept a condition which is even now generally unpopular, which would gradually effect a serious diminution in the aggregate number of pupil-teachers, and reduce inconveniently the ranks from which our future elementary teachers are to be recruited. A second difficulty would probably arise from the unwillingness of the assistants to receive the inadequate stipend now allotted to them. The first obstacle could only be removed by a decision of the Committee of Council, but the second might, I presume, be remedied without any new demand upon the fund administered by their Lordships. On the whole, while it must be admitted that some time must elapse before the system referred to can be generally introduced, yet it is difficult to deny the claims which it has upon our consideration. Unquestionably a very different class of teachers would be gradually formed by its operation. The period of their training, thus fully perfected, would then have been extended through a period of ten years; of which five would still form the epoch of apprenticeship, two of residence at the normal college, and three of service as assistant teachers. And yet this long period of discipline and probation would terminate in the majority of cases at the age of twenty-three, supposing the apprenticeship to commence, as it usually does, at that of thirteen.*

Recent examination.

In concluding this report, I am anxious to make a few remarks upon the results of the recent examination at the

* What I have wished to recommend in the above remarks is a *new* class of assistant teachers, under new conditions.

training college to which it especially refers. In previous years these results, in spite of the novelty of the establishment, and the imperfect qualifications of some of the students, had been more than satisfactory, and such as to place it on a level with the best institutions of its class. It must be confessed that on this last occasion that position has not been fully maintained. The second year's students acquitted themselves fairly, and are likely to prove at least zealous and useful teachers. The first year students, though several of them are immeasurably superior in natural ability to those who have just completed their training, produced papers which must be considered to fall below the degree of merit exhibited in former years; and a few of them were, in one or two fundamental subjects, extremely indifferent. I shall beg permission to analyse their work, applying to it the test which is afforded by the table of marks assigned to each subject, and which will be found appended to this report.

Analysis of papers.

Beginning with the important subject of *school management*, I find that out of 23 candidates 15 acquitted themselves with credit, 2 being marked "excellent," 4 "good," and 9 "fair." Considering the position which this subject justly occupies in the estimation of the examiners, and the ignorance of most of the students at the time of their admission, such a result, if not brilliant, is at least satisfactory. In *grammar and English literature*, 17 displayed fair proficiency, 5 being marked "good," and 12 "fair." This, however, I cannot consider creditable, since no subject is taught in this training college with more conspicuous care and ability. In *history*, 15 are satisfactory, 1 being "excellent," and 6 "good." In *geography*, 20 are either "good" or "fair." In *geometry*, 16 are equally successful, 1 being "excellent," 5 "good," and 10 "fair." In *Latin*, 9 are marked "good" or "fair," and 10 "moderate." So far the results may be accepted, not indeed as an adequate return for the skill and labour employed in producing them, but certainly as far above failure. But when I turn to the marks for *arithmetic* and *mechanics*, the strange inconsistency which at first sight appears to exist between the above marks and the position actually occupied by the students in the class-list is fully explained. On the principle that failure in one important subject destroys the merit of success in any other, the low place obtained by these students, some of whom are young men of remarkable ability, is accounted for. It is hardly credible that in *arithmetic* only 5 are marked "fair," and the rest "moderate" or "imperfect;" whilst in *mechanics*, 1 is "good," 2 are "fair," and the rest fall below the level of either.

Cause of failure.

I have privately examined some of the most promising of the students as to the causes of this discreditable failure; and I conclude that it is to be attributed to their own self-sufficiency. It is evident, from their admissions, that they considered these two subjects beneath their attention, and only found when too late what a mistake they had made in neglecting them. I trust they will profit by the lesson, and anticipate confidently that the ensuing examination will show that they have done so.

No ground for discouragement.

Perhaps I may venture to add, without presumption, that I hope the college authorities will not be in any degree discouraged by this little check. They have proved abundantly their own high qualifications, and may reasonably decline any responsibility beyond that which fairly attaches to them. They have done even more than could have been justly expected with the materials at their disposal. For several years I have closely watched all their proceedings; and I was never more fully convinced than I am at this moment that they are not only fully equal to the difficult and arduous task intrusted to them, but that it is a legitimate subject of congratulation to all who are interested in the welfare of this valuable institution, that it has been committed to officers so eminently qualified to conduct it with success.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

ROMAN CATHOLIC TRAINING COLLEGE, FOR SCHOOLMASTERS.

(HAMMERSMITH, ST. MARY'S.)

First Year { 21 Candidates. / 7 Certificates. Second Year { 2 Candidates. / 2 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Grammar and English Literature	–	–	3	2	12	–	6	–	–	–	–	–	–	–
History	1	–	5	1	7	1	7	–	1	–	–	–	–	–
Geography	–	–	7	1	11	1	3	–	–	–	–	–	–	–
Arithmetic	–	–	–	–	3	2	7	–	9	–	2	–	–	–
Euclid (Students of 1st year only)	1	–	5	–	10	–	3	–	2	–	–	–	–	–
Algebra (Students of 1st year only)	–	–	1	–	–	–	2	–	–	–	–	–	–	–
Industrial Mechanics (Students of 1st year only)	–	–	1	–	2	–	10	–	7	–	1	–	–	–
Vocal Music	2	–	5	–	6	1	3	1	–	–	–	–	5	–
Drawing	1	–	6	2	6	–	6	–	2	–	–	–	–	–
School Management	2	–	3	1	8	1	6	–	–	–	–	–	2	–
Latin	–	–	2	–	6	1	9	1	1	–	–	–	–	–
Reading	2	–	9	1	8	1	2	–	–	–	–	–	–	–
Spelling	–	–	9	2	10	–	2	–	–	–	–	–	–	–
Penmanship	–	–	3	–	7	2	10	–	1	–	–	–	–	–
Inspector's Report (Students of 2nd year only)	–	–	–	1	–	1	–	–	–	–	–	–	–	–

REPORT *by Her Majesty's Inspector of Schools,* T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC TRAINING COLLEGE *for* SCHOOLMISTRESSES *at* ST. LEONARD'S-ON-SEA ;—*for the Year* 1857.

MY LORDS,

Number of students.

THE number of students now in this institution is twenty-four, of whom ten are second and fourteen first-year students. All are Queen's scholars. I anticipate that about twenty-five candidates will seek admission in December next, and it is probable that the total number of students in residence will not at any time much exceed fifty, the great advantages offered at this college being, in some degree, neutralized by its geographical position. It is, however, extremely satisfactory to me to know, from personal observation as well as from the recorded opinions of more competent judges, that the larger number of students who will naturally be attracted to Liverpool on account of its more convenient situation will enjoy at that admirable institution the highest privileges during the whole course of their training. When, therefore, a student from my own district elects to pursue her studies in the northern training college, it is impossible for me to oppose any objection; because, whatever her choice may be, it is certain that she will enjoy all the advantages which she can desire to secure in preparing for her future profession. It is indeed a subject of congratulation, as well as a complete guarantee for the efficiency of female Roman Catholic teachers, that two institutions in different parts of the kingdom are now in active operation, in both of which the teaching is of so high an order, so conspicuous for breadth, minuteness, and accuracy, that the students in each consider themselves especially privileged, and perhaps in both cases with equal reason.

Staff of teachers.

The staff at the St. Leonard's Training college is composed exactly as in former years, and the ladies who hold office in it continue to discharge the duties which they have so generously undertaken with the same energy and animation, the same patient devotion and assiduity, and certainly with undiminished practical skill. Perhaps the most useful report which I can offer on the present state of the institution will be found in a brief outline of the system pursued in the various branches of instruction, for details of which I am indebted to the considerate kindness of the superioress, by

whom the principles which regulate the whole course both of teaching and discipline have been defined, and the effect of whose prudent counsels and intelligent supervision is manifested in every department and in every feature of the college.

In the lectures given to the students on the theory of school keeping the following order appears to be observed. After some general instruction on school fabrics, their proper dimensions and proportions, the most suitable sites for urban and rural schools respectively, and other points immediately connected with these—with respect to which, although they are perhaps not likely to exercise any personal influence, they should at least possess definite notions—they are brought to the consideration of— Organization.

Internal Arrangements.—Under this head is included all which properly belongs to the subject of school organization; the different ways in which schools may be fitted up, with the advantages and disadvantages peculiar to each, and the simplest and most effective method of removing the latter; the proper use of parallel desks, circular groups, and galleries; the subjects to be taught to the classes assembled in each, and the reasons which recommend a special kind of organization for certain branches of instruction. Finally, the students are exercised in drawing plans of school-rooms for any number of children under given circumstances.

The apparatus of a school forms the subject of one or more special lectures, and the students are assisted to adjust and apply the experimental knowledge which they have acquired during the period of their apprenticeship. They are exercised on this subject in the practising school, and I am glad to learn that it is proposed for the future to secure a more practical and familiar knowledge of it by giving each second-year student the entire charge of the elementary school for certain portions of the year, under as many different circumstances as possible. It is to be regretted, however, that the number of children composing this school is, and probably will continue to be, inconsiderable; a disadvantage which is not altogether counteracted by the excellence of the methods employed and the skill of the teacher. On the other hand, it is worthy of observation that twelve of the students at the recent examination were marked "good" in *school management*, and that eight out of ten of the second-year students, a remarkably large proportion, obtained that distinction.

Discipline, which may perhaps be deemed the most critical and effective test of the real character of a school, is a point to which the attention of the students is urgently directed; and certainly the whole subject seems to be handled in this Discipline.

training college with remarkable power, and a thorough knowledge of the principles which ought to guide a teacher in her attempts to secure this great object, the beginning and end of all educational efforts. It is impossible to indicate within reasonable limits the very minute and careful treatment which it receives, and the results of which I think I have already observed in several students who have quitted the institution. They are instructed that this fundamental point of school management depends more than any other upon the mistress herself and her own gifts, natural and acquired. The work of discipline must begin therefore with herself, and on this first principle the whole subject rests. By self-discipline alone she gains the power of establishing and maintaining her authority, of securing prompt and cheerful obedience, of rewarding without weakness and rebuking without intemperance, of acquiring permanently the esteem and confidence of her pupils, and above all the difficult art of convincing even the most sensitive that her punishments are acts of love. I must add that I have seen such conclusive evidence of the results of this teaching in the case of students now in charge of schools as to leave no doubt of the practical effect which it has produced upon them.

Method. The lectures on method, arranged under the two general heads of collective and individual, with the usual subdivisions of analytical, elliptical, etc., and enforcing the proper combination of these various methods in given cases, include, as they ought to do, every subject taught in elementary schools. The students appear to appreciate the value of these lectures, which are entrusted to a teacher unusually competent to treat such a subject, and distinguished for clearness, simplicity, and power of illustration. Several *notes of lessons* are now required weekly from the students, and they are examined and corrected with all the care which this important subject demands.* It is in the highest degree improbable that feeble and ineffective methods should be employed in schools which may hereafter be committed to teachers trained in this institution. Some will derive more and some less benefit from the instructions of the mistress of method, but all will have learned to appreciate a course of instruction too remarkable to be ever wholly effaced from their memory, and will have been impressed with the conviction that success in teaching depends absolutely, and in every subject, upon the employment of true methods.

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* All the students were marked either "good" or "fair" in this subject, at the last examination.

Grammar and English literature.

Considering that at least the great majority of pupil-teachers, owing to the conditions of their previous life, have possessed neither leisure nor opportunity for general reading, that they have acquired no facility in composition, and are, therefore, wholly incompetent to discriminate characteristics of style, students are wisely examined on admission in orthography, syntax, and the logical analysis of sentences. It is only when these elementary subjects have received sufficient attention that they are encouraged to study more systematically the structure and history of the English language, and, at a still later period, as far as the brief duration of student life permits, to form some acquaintance with the principal English writers, viewed in chronological order, and as types of characteristic styles of composition. There is no more conspicuous defect either in pupil-teachers or students in training colleges than feebleness of composition. The history of their lives is a sufficient explanation of their want of power in this respect. They have acquired, for the most part hastily, and under the pressure of conditions which do not admit of modification, a considerable number of *facts* in various branches of elementary learning, and, in favourable cases, some knowledge of *principles*, together with a certain amount of mental energy, displaying itself chiefly in analysis and comparison. But they have been too much hurried throughout the whole course of their apprenticeship, except in comparatively rare cases, to concern themselves much about the manner in which this knowledge is produced and exhibited. They attach importance only to the idea which they seek to express, but not to the grammatical form in which it is shaped. Purity of diction, harmony of sentences, the skilful choice and arrangement of words, by which the sober and measured accents of prose are made to rival and not unfrequently to surpass the music of poetry: these are graces which it would evidently be irrational to expect in students of such a class. When they do attempt independent composition the result is usually not encouraging. Still it is essential, with reference to their future usefulness as teachers, that they should be led from the study of grammar to that of literature; and to succeed in effecting this further progress is perhaps one of the most difficult tasks which a training school proposes to accomplish. The books chiefly relied on with this object in the St. Leonard's Training College appear to be Milton and Shakespeare, and a selection of figures of speech from Pope's Homer. To these are added the analysis of some of Cicero's translated orations, extracts from Addison's essays, and select pieces from Gibbon's History of the Roman Empire. I do not venture to express an opinion on this choice of authors; but I may be allowed to

say that a sound discretion seems to have been exercised in selecting from among modern writers as guides in the formation of a pure style, and almost incomparable in simplicity, force, and dignity of language, the two masters who have exerted a greater influence than all other men upon the English tongue in our own times, viz., Dr. Newman and Lord Macaulay. Of course the college authorities are not so imprudent as to propose such types of composition to young persons of this class without adding a large amount of comment and explanation, nor do they probably anticipate that their pupils will do much more than learn to admire, without seeking to imitate, such exalted models. But they do find, by constant observation, that the study of such writers, who always use the most appropriate language as if by instinct, and in expressing the most elevated thoughts rarely use a superfluous word, sensibly checks and diminishes the tendency to a vulgar, inflated, and pretentious style, corrects redundancy, and encourages, even more rapidly than might have been expected *à priori*, sobriety, naturalness, and good taste. The more intelligent students, I am informed, after going through the course of lectures on English literature, are able to detect the errors and enormities of their earlier compositions, and to conceive a wholesome dread of relapsing into them. This is evidently a clear and definite gain.

Geography. The scheme of geographical lectures in this training college appears to be judicious in its aim, which is rather to establish sound general views and correct scientific ideas than to load the memory with a mass of unimportant and unconnected facts. The first lectures in the course give a simple outline of popular astronomy, so far as is required to fix in the mind a clear idea of the relative position of our world in the planetary system. The text books are chiefly Humboldt, Herschel, and Moseley, and illustrative diagrams are used sometimes with good effect by the aid of a large magic-lantern. The students are next introduced, as it seems to me with great propriety, to an elementary history of the crust of the earth, in the course of which they derive at least so much knowledge of the leading facts of geological science, illustrated by the best maps, as may enable them to refute the arbitrary and inaccurate conclusions which are sometimes deduced from it. They learn that the discoveries of science in this field of knowledge may be accepted without uneasiness by the Christian student; and that even if it could be demonstrated, as some geologists insinuate, that supposing the retrograde movement of the Niagara Falls, and the disintegration of the limestone rock over which it passes, to have been uniform, it must have been in existence at least 35,000 years, there is nothing in this very probable assump-

tion, nor in any similar one, which need alarm their faith. I have always regretted the general ignorance which prevails in schools on this profoundly interesting and suggestive subject. There seems to be no reason why one or other of the admirable elementary treatises on geology which have been published of late years should not be used as a reading-book, at least occasionally, instead of the insipid and unattractive "lessons" with which children are so often wearied, and which seem to have been framed with such ingenious dulness, as if the object had been to disgust them effectually and for ever with the pursuit of knowledge. Meanwhile, it is satisfactory to know that the science referred to is not deemed an unsuitable subject of study, within definite limits, in the training college upon which I am reporting.

After the consideration, as far as time and opportunity allow, of physical and comparative geography, the subject is then pursued in connection with the history of the human race, the effects of climate and other agencies on organic life, the ethnological distribution of the great human families, and other kindred topics. Possibly this way of handling so vast a subject may be too ambitious, considering the character and qualifications of the students, but it is well to aim at a high standard, even if it be found impossible in practice fully to attain it. Map-drawing is taught on an excellent plan, and with decided success, when they come to treat of local geography, and great interest is excited by seasonable reference to the lives of celebrated travellers, the voyages of discoverers, the routes of conquering armies, and especially to the nobler and more inspiring adventures of the apostolic missionary. The travels of Bruce or Humboldt, of Huc or Livingstone, charm the imagination and awaken thought; but the "Annals of the Propagation of the Faith," often equally valuable as contributions to science, excite deeper emotions: and while they extend the range of knowledge in several departments of geographical research, they invite the student, too much absorbed by the fascinations of mere human learning, to a higher sphere, and remind him of the grave admonition of one who was both a missionary and a traveller, "*caritas nunquam excidit..... scientia destruetur.*" *

English History, constitutional and general, receives careful attention, and is taught, as far as I have been able to ascertain, with intelligence and method. In the last examination, however, the papers worked by the students on this subject do not appear to have displayed remarkable merit, eighteen out of History.

* 1 Cor. xiii. 8.

nineteen being marked "fair," and only one "good." It is probably in this paper that weakness in composition especially betrays itself. The explanation cannot, however, apply in this particular case as accounting for the comparative failure of the *second*-year students, since the *Essay* of seven out of ten of their number was marked either "good" or "excellent," and the remaining three "fair." I am afraid that some time was lost in decorations and illuminations at the head and in the margin of this paper, which were extremely pretty and very creditable to the skill of the students, but which, as I warned them at the moment of executing them, consumed a portion of the three hours allowed for the subject; and though they might be accepted as proofs of proficiency in drawing, could not rise to the rank of historical facts, nor be taken as substitutes for them.

Arithmetic. I do not think it is possible to teach arithmetic with more careful attention to principles, or by more energetic methods, than are employed in this training college. If the students fail to acquit themselves with success, it must be their own fault. I observe, however, with satisfaction, that of ten second-year candidates, seven are marked "good."

Drawing. This art, so useful on many accounts to the elementary teacher, and the possession of which facilitates skill in blackboard illustration, and encourages its application, has always been taught with signal success in this training college. The two ladies who superintend this branch of instruction have themselves, though perfectly indifferent to official honors, submitted to an examination, and received your Lordships' certificate as qualified teachers of drawing; while for two years in succession every student in the college, both of the first and second years, has not only passed the examination with credit, but has gained the prize awarded by the verdict of the Department of Science and Art. It is also a singular fact, that every pupil-teacher in my district who has succeeding in gaining a drawing prize has been apprenticed in schools under the charge of members of the same admirable community who founded the St. Leonard's Training College at their sole cost, and carry it on by their own unaided efforts.

This will perhaps be a convenient place to notice two points in connection with the subject of drawing, which have been referred to by others on various occasions, and, so far as I have observed, with uniformly coincident comments. One relates to the nature of the prizes commonly dispensed to successful students, the character of which seems to have excited several grave persons to unusual pleasantries. I think the students themselves are perfectly satisfied with them, and quite unconscious of the severe criticism which they have

provoked on the part of others. Still it may be said, without unduly impeaching the liberality which presides at their distribution, that if these prizes are viewed simply as official recognitions of skill in drawing, they have a definite and appreciable worth; but if they are regarded as possessing a further and independent value, or are proffered as substantial rewards, then perhaps they may be said to resemble a feast from which both the viands and the wine are omitted.

The second point to be noticed is the great discouragement inflicted upon pupil-teachers who have not studied in local schools of design, and who are therefore examined in drawing at the same time as in other subjects, and under circumstances extremely unfavourable to their success. The ordinary collective examination of pupil-teachers rarely terminates before five o'clock in the afternoon, and at that hour they are commonly too much fatigued to be in a condition for further toil. Yet in the case of all candidates for a drawing prize an additional hour must then be employed in an exercise which requires the nerves and muscles to be in a state of repose, and, at least during several months of the year, with a quantity and quality of light which must effectually baffle even a greater degree of skill than most of them possess. In consequence of these insuperable difficulties I have known cases in which well qualified candidates have declined to make an effort to which they felt they were unequal, and in which they could not reasonably hope for success.

Probably no one expects that the small amount of time and attention which can be given to the study of vocal music in a training college should produce much result. Only superficial progress can be looked for in a subject which demands for complete success both a special gift and a long course of systematic study. It will be enough if the students acquire sufficient power to encourage them to introduce the elements of vocal music and the practice of popular singing in their schools. And this result, insignificant as it may appear, will amply repay all the efforts which may have been employed to obtain it. Nothing can be more dreary than a school for little children from which musical sounds are banished. Yet such schools exist. I think it would be no exaggeration to say that they always present a special character, and that not an attractive one. The unmusical school is sure to exhibit more than an average share of inattention and listlessness. Its life is as it were checked, and something seems wanting to it; the air in such a school is heavy, and the children are oppressed. A child who never sings is as great an anomaly as a voiceless bird, and both of them may well perplex a naturalist. Music is as much an instinct with the one as with the other; and Music.

teachers who have no ear for song are deprived of a faculty the want of which will compel them, if they would save their school from a dismal monotony, to look out for a vocal deputy.

At the present day there is really no excuse for this needless cruelty to children which the absence of music involves. The large collections of beautiful songs and hymns which the labour of thoughtful and charitable persons has furnished for the use of schools, and in many of which teaching of the highest import is found in alliance with graceful melodies, should constrain the least considerate teacher to the eager employment of such persuasive auxiliaries. I often hear in schools under my inspection the admirable hymns of Dr. Faber and the songs of Mr. Formby, both of which I am incessantly recommending; but too often also I hear neither the one nor the other. This fault will be corrected, I am sure, by teachers who have been trained at St. Leonard's. They will have learned to value the aid of music, and to give to sacred verse its due place in the work of education. They will comprehend how great is the influence upon the mind of a child of well chosen songs and hymns, and will be ashamed to waste such treasures by a culpable neglect. Let this thought encourage them in their own study of vocal music; and let them be assured that in pursuing it they are acquiring a power which will be irresistible in their schools, which will often kindle cheerfulness in the midst of gloom, and even find an entrance for many a lesson which, without its help, would have appealed in vain to closed and unwilling ears.

Needlework.

I must not conclude without at least a brief allusion to the means employed in this college for promoting industrial skill. I cannot pretend to speak as a judge in such a matter; but if I may trust my very feeble apprehensions of the quality of good needlework, I should say that the highest degree of skill is exhibited here, if not by the students, certainly by the teachers. All kinds of work and embroidery have been exhibited to my undiscerning admiration, from the simplest to the most elaborate; including even the most beautiful ecclesiastical vestments, and lace said to be worth several guineas per yard. I assume, therefore, that the students enjoy due advantages in this respect; and there can be no doubt that the intention recently announced of allowing marks for good needlework, and of recognising at the annual examinations by a more special classification than has been hitherto attempted various degrees of proficiency in industrial skill, will give a wholesome impetus to this necessary branch of female education.

Summary.

I have now reviewed in succession the different studies prosecuted in this training college, and it is time to state once more my conviction that in each and all of them the students enjoy the highest advantages. But these subjects, though strictly elementary, range through a wide field of mental labour; and considering the imperfect qualifications of some of the students, and the narrow compass of time into which so large an amount of instruction has to be condensed, it would be unreasonable to anticipate that success should in every case be fully proportioned to the means used to attain it, or even that failure should always be avoided. Hitherto the results have been more than satisfactory. Of the second-year students who have thus far completed their training thirty-four per cent. have obtained the first, forty-four the second, and twenty-two the third class. As to the future, whatever the most unwearied patience and charity, talent of a very high order, solid and accurate attainments, and a thorough perception of the true aim and object of a training college can effect, may be confidently looked for; due deductions being made for the nature of the materials upon which these high gifts are to be employed. One palpable defect only is to be noticed in this college, but it is not peculiar to it, and belongs equally to all the institutions hitherto founded by Roman Catholics, for promoting popular education in this country. I allude to the want of special training for infant-school teachers. A proposition has recently been addressed by my colleague, Mr. Stokes, to the *Roman Catholic Poor School Committee* for the remedy of this defect, in the terms of which I heartily concur; and as he justly remarks that "the limited population of St. Leonard's could not furnish the number of children" necessary to form "a good infants' school for practice," I entirely agree with him that "the infant teachers' class should be formed in the Liverpool Training College," where every facility exists for conducting it with advantage.

I have only to add that the total number of students who have thus far completed their training at St. Leonards, and entered upon the charge of schools, is thirteen, of whom eight are at this moment employed in London. As far as I have had opportunities of judging, all of them are displaying valuable qualities, and some are likely to prove teachers of the highest class. If I were to attempt a classification of the thirteen referred to, with my present knowledge of them, I should say that three are excellent, eight good, and two fair; though I am by no means sure that the first figure in the list ought not to be a larger one. The college will no doubt continue to produce the same class of teachers; and if so, it is easy to

estimate the services which it will render to the cause of education in the course of a few years. The old race of feeble and incompetent, though well disposed, teachers will become extinct, and their place be supplied by others who will at least have had the enjoyment of privileges of which their predecessors could neither form any conception, nor, except in rare instances, have made any effectual use even if they had been offered to them.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

ROMAN CATHOLIC TRAINING COLLEGE FOR SCHOOLMISTRESSES,

(ST. LEONARD'S-ON-SEA).

First Year { 9 Candidates. / 7 Certificates. — Second Year { 10 Candidates. / 10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Arithmetic	–	–	3	7	4	2	2	1	–	–	–	–	–	–
Industrial skill	–	–	2	4	4	6	2	–	–	–	–	–	–	–
English grammar	–	–	2	3	6	6	1	1	–	–	–	–	–	–
English history	–	–	1	–	8	10	–	–	–	–	–	–	–	–
Geography	–	–	1	2	6	6	2	2	–	–	–	–	–	–
Domestic economy	–	–	1	1	5	7	3	2	–	–	–	–	–	–
School management	–	–	4	8	5	1	–	1	–	–	–	–	–	–
Vocal music	–	–	–	–	5	3	–	6	–	–	–	–	4	1
Drawing	1	–	3	–	3	4	1	6	–	–	–	–	1	–
Reading	–	2	6	5	3	3	–	–	–	–	–	–	–	–
Spelling	–	–	6	10	2	–	1	–	–	–	–	–	–	–
Penmanship	–	–	1	2	6	5	1	3	1	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	4	–	5	–	–	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	2	–	5	–	3	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	4	–	5	–	1	–	–	–	–	–	–	–	–

REPORT *on the* ROMAN CATHOLIC TRAINING COLLEGE *for* SCHOOLMISTRESSES, *at Liverpool; by Her Majesty's Inspector of Schools,* SCOTT NASMYTH STOKES, Esq.;—*for the Year* 1857.

MY LORDS, January 1858.

THE year 1857 has witnessed satisfactory progress in the Liverpool Training College. Early in the year the new buildings, described in my report for 1856, were occupied by the students and governesses; and, with some allowance for the trials which recent erections always entail, they have been found suitable and convenient. In the visits which it has been my pleasure to make, I have observed but one defect, viz., a decided want of ventilation in the lecture-rooms. At my suggestion a Sheringham's valve was inserted in an outer wall; but, in spite of this contrivance and of the Arnott's ventilators, the air of the rooms is not renewed with sufficient rapidity, and further means of ventilation are very desirable. I am sure that attention will be given to a point which concerns the students' health.* I feel particular satisfaction in reporting that the health of the inmates has been remarkably good. The students appear strong and vigorous; and the infirmary has been used in one case only, though that unhappily proved very serious.

Needful additions have been made to the teaching force. Besides the Principal, who is responsible for the discipline, and for every detail of management, but undertakes no part of the ordinary routine of instruction, there are four highly qualified governesses, with special teachers for music and drawing. Method is moreover taught by the head mistress of the practising school, whose extraordinary power as a practical teacher cannot be surpassed. Domestic economy has recently been placed under the care of a lady who, as head of a charitable institution in the neighbourhood of London, acquired valuable experience in the management of young women. Thus the staff of teachers is numerous and complete.

At the close of 1856, when this institution had been in operation for one year, twenty students offered themselves for examination. Eighteen obtained classes, and two were placed on the schedule. The marks awarded to their papers will be found at the conclusion of this report.† Eleven of the students of 1856 remained to complete their course by a second year

* Since the above was written, additional ventilators have been inserted in two windows.

† The marks of Christmas 1857, just issued, are likewise appended.

of training, and I hope that some who left at the end of their first year will subsequently return with the same desirable object.

In January 1857 eighteen new Queen's scholars commenced residence, but three of them withdrew before the end of the year. Several paying students have sought the benefits of the training college. The number attending the last December examination was thirty-two; viz., ten students of the second year and twenty-two of the first. Twenty-nine new scholars have been admitted in the present month, and the number of students now in residence approaches fifty.

Of the second year's students I cannot speak too highly. Their powers of teaching were tested last September, when, in company with my colleague, Mr. Marshall, I visited the three Roman Catholic training colleges, and their performances on that occasion were very satisfactory. One of them who then seemed full of health and animation, as the winter drew on, gave decided evidence of a consumptive tendency, and at length grew so weak that, instead of attending the examination to which she had been hopefully looking forward, and entering upon the school to which she had engaged herself, she was moved to her home in Newcastle in a very precarious condition.

This institution, though of but two years' standing, has already supplied trained schoolmistresses to Airdrie and Galashiels in Scotland; to Talacre and Pantasaph in North Wales; to Douglas in the Isle of Man; to Durham; to Hampton in Warwickshire; to York; to Wellington in Shropshire; to Liscard in Cheshire; and in Lancashire, to Liverpool, St. Augustine's, and St. Helen's; Manchester, St. Mary's; Bolton, SS. Peter and Paul's, and St. Mary's; Kirkham, Fleetwood, Gillmoss, and Barton-on-Irwell.

The position occupied in the class-lists by the teachers already sent out, and by others who will yearly follow them, though a fair proof of knowledge in certain branches, affords no sure criterion of professional ability. I am persuaded that the second year's students at least are even better teachers than scholars. Great importance has been attached to lectures on method, and not less to repeated trials in the practising school. The principles enunciated with so much force in the Rev. F. Temple's report on male training colleges are nowhere more cordially accepted than in Liverpool, where the governesses (with all other friends of popular education) regret that they are not likely to enjoy further opportunities of profiting by the sound judgment and lucid reasoning of that gentleman. In Liverpool, indeed, the practising school forms a prominent feature in the training college, and with excellent results.

I hope, however, that I may be permitted to suggest an extension of principles already acknowledged. The present practising school, I would remark, might form an admirable model school; while the erection of larger buildings might give greater scope for practice. The ladies who have already invested a large sum in building the training college for the general good cannot be asked to spend more for the same purpose, but other means would surely not be refused where the claim for help is so valid. The existing practising school does not possess a good infants' department; and, without it, infants' teachers can scarcely be produced. Meantime there is pressing want of such teachers. The best infants' schools which I visit are, perhaps, at St. Ignatius', Preston, and Towneley, and there are other valuable institutions of the same class; but, speaking generally, I cannot consider the infants' departments as equal to the girls'. The same scientific examination of methods, the same elaborate study of organization, has not been bestowed upon them. The Liverpool Training College would be fully capable of undertaking this additional duty, if there were attached to it a large practising school with suitable infants' departments. Hammersmith has been established for masters; Liverpool and St. Leonard's for girls' mistresses; but training is not yet provided for infants' teachers. I beg leave to recommend this subject for particular attention.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable
The Lords of the Committee of Council on Education.

Liverpool Roman Catholic Training College, for Schoolmistresses.

Results of Examinations held at Christmas, 1856 and 1857.

1856.

First Year { 20 Candidates. / 18 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Arithmetic	–	–	12	–	8	–	–	–	–	–	–	–	–	Nil.
Grammar	–	–	7	–	13	–	–	–	–	–	–	–	–	–
Geography	–	–	–	–	9	–	11	–	–	–	–	–	–	–
History	–	–	5	–	15	–	–	–	–	–	–	–	–	–
School Management	–	–	8	–	10	–	2	–	–	–	–	–	–	–
Notes of a Lesson	–	–	15	–	3	–	2	–	–	–	–	–	–	–
Domestic Economy	–	–	2	–	11	–	7	–	–	–	–	–	–	–
Industrial Skill	1	–	4	–	10	–	4	–	1	–	–	–	–	–
Drawing	–	–	–	–	–	–	3	–	12	–	5	–	–	–
Music	–	–	–	–	13	–	6	–	1	–	–	–	–	–
Reading	3	–	9	–	6	–	2	–	–	–	–	–	–	–
Spelling	–	–	17	–	3	–	–	–	–	–	–	–	–	–
Penmanship	1	–	6	–	12	–	1	–	–	–	–	–	–	–

1857.

First Year { 22 Candidates. / 22 Certificates.

Second Year { 10 Candidates. / 9 Certificates.

Arithmetic	–	–	10	5	12	4	–	1	–	–	–	–	–	–
Industrial Skill	2	–	18	7	2	3	–	–	–	–	–	–	–	–
English Grammar	–	–	12	3	10	7	–	–	–	–	–	–	–	–
English History	–	–	5	–	16	8	1	2	–	–	–	–	–	–
Geography	–	–	6	–	12	–	3	9	1	1	–	–	–	–
Domestic Economy	–	–	2	–	6	1	10	9	4	–	–	–	–	–
School Management	1	2	12	4	8	4	1	–	–	–	–	–	–	–
Music	–	–	8	2	9	5	1	2	–	–	–	1	4	1
Drawing	5	1	8	4	4	1	3	4	–	–	–	–	2	–
Reading	2	1	8	5	9	4	3	–	–	–	–	–	–	–
Spelling	–	–	22	10	–	–	–	–	–	–	–	–	–	–
Penmanship	–	–	3	1	13	7	6	2	–	–	–	–	–	–
Notes of a Lesson (Students of 1st year only)	2	–	13	–	7	–	–	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	5	–	5	–	–	–	–	–	–	–	–
Inspector's Report (Students of 2nd year only)	–	2	–	3	–	5	–	–	–	–	–	–	–	–

REPORT *on the* CHURCH OF SCOTLAND NORMAL COLLEGE *at Glasgow; by Her Majesty's Inspector of Schools*, JOHN GORDON, Esq.;—*for the Year* 1857.

MY LORDS, Edinburgh, December 1857.

IN a former report which I had the honor to present to your Lordships on the Glasgow Normal College, I remarked one part of its organization which seemed to require improvement;—the practising school appeared to be too little connected with the other department in which the students receive their instruction. I have now to state, that the remedy, which the managers had previously intended, has since been given,—so that the union of the two parts of the institution is now complete. If it had remained incomplete, and even if the practising school had been wanting altogether, the institution would still have realised much of the special and distinguishing uses of a training college. The students would have found in it a course of study in elementary and other subjects, well fitted to prepare them for their future work, and such as they could not easily have found elsewhere; for, in other schools, where the same subjects are taught, they are not often taught up to the same advanced points at which they are offered to the students in training, neither would the master's attention be sufficiently available to students, while much of it was due to other pupils. On the other hand, the Universities are not easily reached by students of that class in quest of the higher instruction; so that, on the whole, the training college has a peculiar function in simply providing for the sufficient information of the students in those branches which they shall afterwards have to teach,—and nothing more. But something more is necessary for the full equipment of the seminary,—and that is the practising department, which the Glasgow Normal College has always had, and which it now has, more thoroughly incorporated with the other branch than it had been before. At all times the students were occupied sufficiently with their own studies, and quite sufficiently with the work of tuition in the practising school; but it was remarked that their studies might have had a little more reference to the tuition, and the tuition to the studies.

The encouragements lately given by your Lordships have greatly increased the resources of the institution; and thereby the managers have been enabled to augment the staff of

teachers,—which they have seen to be a simple and sufficient method of mending the organization on the point referred to. A master has been appointed to relieve the Rector of a portion of his duties in the instruction of the students, and to him has been assigned the care of the junior classes, both male and female, so far as concerns their studies in Bible history, English grammar, and geography. By this means, the Rector is now enabled to employ and does employ two hours daily in the practising school; where he is occupied almost wholly in overseeing and directing the students, male and female, as they, in the plain, laborious way of practice, seek to acquire some skill in the work of tuition. Their teaching is in the same branches in which they are themselves daily taught; and the Rector is careful to make the lesson which they receive often bear with advantage upon the lesson which they give. In particular, an important part of their instruction in the other department consists in the Rector's weekly lecture on the "principles and practice of teaching;" and the practising school is now at hand to illustrate the principle by the practice. It is well, indeed, that the students should be informed in the principles of what they are to practise, wheresoever these may lie, though it should be among the special truths of a science which it is no part of their business to teach. But, if the theory be not largely supported, not merely by example, but by practice, and habitual practice, there is some danger that a class of teachers may be produced, who shall underrate the subservience of their own knowledge in general to the special purposes of their calling. The Rector's presence in the practising school is, therefore, very useful, not merely by the influence that attends it on the spot, but by the realizing effect which is thereby gained to his prelections. He describes these results as follows:—

"There is a close connexion existing between the pædagogical teaching of the Rector and the methods pursued both by the teachers of the students and the masters of the practising school. The male students of the *first* year attend the practising schools, during the first two months of the session, for one hour on each of two days of the week, when they are directed to *observe* the mechanical arrangements of the school, the organization, so far as they can understand it, and the methods pursued by the different masters in teaching. They are accompanied by the Rector, when it is possible, and they are encouraged to inquire of the masters the reason for any process that they may be at a loss to comprehend. At the end of two, or, at most, three months, their attendance in the school is limited to *one* hour per week, the other hour being occupied in listening to the pædagogic instruction of the Rector, who is thus enabled to direct the attention of his auditors, for proof or illustration of what he says, to what they have seen in the practising school. Towards the end of the session, the more promising of the first year's male students will be allowed to teach two hours in the week.

"The male students of the second year are employed in teaching daily for one hour and a half. Having, during the preceding session, *observed* the teaching of the masters of the practising schools,—having been themselves taught by similar methods, and having listened to their exposition by the Rector,—there is little difficulty felt by second year's students in using them with success.

"As the Rector is always in some part of the practising school when the students are teaching, should he observe any defect common to them all, he would take an opportunity of giving to them, collectively and out of the practising school, such additional information as seemed necessary. If, however, the defect extended to only one or two, he might, as indeed he does, seek to correct it by requesting the student to allow him to take the class for a few minutes, and then simply doing before the student what *he* should have done. It is quite possible to do this without revealing to the children its design. Or again, when all the students are assembled, the Rector may report what he has seen, *without giving any names*, and court general criticism on it from the students.

"As the Rector cannot be in all the departments at the same time during the practising of the students, his place is supplied, as far as possible, by the teachers of those departments where for the time he may be absent. During the last four months of the session, more extended instruction closely connected with school-keeping will be imparted to second year's students.

"The students are divided into equal sections corresponding to the number of departments, and each section remains for one month in the same department, and then passes to the next. At the end of three months the subjects taught during the hour and half of students' attendance are changed, so that in the course of the session the students have an opportunity of teaching and seeing taught all the branches of instruction to be found in the school.

"Though the female students are divided into *two* classes, they are all sent to the practising schools at the same hour; but they are arranged in different groups according to their year of study, and according as they are Queen's scholars or students upon another footing. Some are employed in teaching, and are directed in the same manner as the male students. Others *look on* for a considerable period, and are afterwards permitted to teach. Only the more advanced of the first year are allowed to teach, after several months of observation, during four hours of the week. One hour per week is devoted by the Rector to special instruction of the female students in the art of teaching. They generally form one class. Their errors in teaching are corrected either on the spot by a master or the Rector, by the Rector in a special lesson, or by themselves in class sitting as critics on what has been reported to them."

One desired effect of the change produced by the appointment of another master has been that, while the time of the students in the practising school is employed to much more purpose than it had been before, it is somewhat abridged, so that more time remains for their own studies; how much may be seen from the appended time-table (*Appendix* A).

Another effect of the same change is confidently expected. At the late examination for certificates of merit, it was observed, that, on questions regarding school-management, teachers had somewhat the advantage of students; and it seemed that practice in the hands of earnest men had been a source of truer insight in this matter, than rules and suggestions delivered by the most intelligent preceptors. But there can be no doubt that improvement in this way will be secured to students of this school by the Rector's supervision of their practice, and, let me add, by the cordial co-operation of all the masters. In other respects, the arrangements remain pretty much the same as formerly described. The accommodation has, however, been somewhat improved; the library enlarged; a greater uniformity obtained among the class-books in use; and this registrations conducted on a more comprehensive plan. The last operation affords some regular employment to the students,

and is fitted to produce habits of punctuality and expertness in that important point of school-keeping.

The students of the last session were 83 in number (46 male, 37 female). They will be found classified in the appended table (*Appendix* B.); but it may be here noticed that 63 of their number succeeded at the late examination for certificate (36 male, 27 female). I beg leave to remark, 1st, That the number or the proportion of students that succeed at the examination for certificate is no sure indication of the efficiency with which the school has been conducted; the reason is that the students bring to the seminary, when they enter, different degrees of acquirement; different to the same seminary in different sessions; different also to one seminary and to another. The true measure, therefore, of what the school does for the student is not the number of those that succeed at the examination, but the progress which they have made at the seminary, if that can be discovered. Twenty-three of the students of the last session were Queen's scholars who had served apprenticeship; but apprentices come very differently prepared from different schools; and thus, all training colleges are not equally fortunate in the merits of the Queen's scholars they receive, and none of them is equally fortunate in that respect at all times. Again, some of the male students of the last session were bursars on the fund of the Education Committee of the Church. Now, these bursars were selected after competition opened to young men of the proper age from all parts of the country, and they were selected as the best in present acquirement, as well as in capacity and character. But the acquirement is oftentimes very small, and this is no bar to their admission if, on the other points mentioned, they appear deserving; for if, whether admitted or not, they are bent on being teachers, the training college cannot be ill employed in giving them the necessary preparation. A case the very opposite to this sometimes occurs; a candidate for a bursary appears who is already well advanced in his acquirements, and whose success at the examination for certificate is, from the first, almost certain. May it not be questioned, whether the case first referred to is not the one that has the better claim to the benefit of the training college? It is not the one, however, that will reflect upon the college the greater degree of credit at the examination; for all that the college had quietly effected for the backward student is there unseen.

2ndly. It is observed that a decided change has lately taken place in the sources from which students are supplied. During the first ten years, nearly all the male students were bursars on the fund of the Education Committee of the Church; during the last year, the number of such bursars

was 11 (10 of the first year, 1 of the second). Their number it is said, is still less for the present session; and perhaps they will soon altogether disappear. The Queen's scholars take their place; and Queen's scholars are not now required to have served an apprenticeship. How far the scholarships will come to be sought by unapprenticed candidates is not yet apparent; but it is certain that the candidates will not be of quite the same class with those whom they superseded,—those who sought the Church bursaries,—for success in the examination for scholarship is unattainable without considerably higher qualifications than the latter usually possessed.

I beg leave to append a statement of the income and expenditure for the year ended on the 30th of June last (*Appendix* C.), and have but to add that the zeal and ability of all concerned, either in the school management or in the several departments of tuition, continue unabated.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

GLASGOW NORMAL COLLEGE; SESSION OF 1856-7.

TABLE showing the Number of Hours per Week devoted to each Subject of Instruction.

	Males.		Females.
	Senior.	Junior.	
Religious knowledge	2	3	3
English history	2½	2½	2½
Geography	2½	2½	2½
Grammar	2	3¾	3¾
Arithmetic	—	8¾	3¾
Mathematics, &c.	10		—
Latin	2	2	—
Drawing	3	3	2
Music	3¾	3¾	3¾
Professional instruction	1	1	1
Teaching	7½	1	4
Domestic economy and needlework	—	—	5
	36¼	31¼	31¼

APPENDIX B.

GLASGOW NORMAL COLLEGE; SESSION OF 1856-7.

	Males.	Females.
QUEEN'S SCHOLARS.		
Number of first year Queen's scholars	14	2
Number of second year ditto	16	10
	30	12
FREE STUDENTS.		
Number of first year free students	10	—
Number of second year ditto	1	—
	11	—
SELF-SUPPORTING STUDENTS.		
Number of first year self-supporting students	5	23
Number of second year ditto	—	2
	5	25
Total - MALES, 46 - FEMALES, 37	TOTAL, 83.	

	Males.	Females.
Number of students presented to H.M. Inspector for examination in June 1857	43	28
Number of students who succeeded at examination in June 1857	36	27

N.B.—*Every student* that had attended Ten Months was presented.

APPENDIX C.

STATEMENT of INCOME and EXPENDITURE of the GLASGOW NORMAL COLLEGE, for the Year ended 30 June 1857.

INCOME.	£	s.	d.
Grants for certificates	923	0	0
Queen's scholars allowances	894	0	0
Joint grants of Government and Church	500	0	0
Fees	554	16	8
Total	£2,876	16	8

EXPENDITURE.	£	s.	d.
To Queen's scholars	894	0	0
„ salaries, improvements, &c.	1,982	16	8
Total	£2,876	16	8

GENERAL REPORT, *for the Year* 1857, *by the* Rev. JOSEPH WOOLLEY, LL.D., *on the* ROYAL DOCKYARD SCHOOLS, ROYAL MARINES' SCHOOLS, *and other Schools under the* BOARD OF ADMIRALTY.

MY LORDS,

THE first dockyard school was opened at Chatham some fourteen years ago; and similar establishments were soon afterwards formed at all the other dockyards. The masters of most of these were originally foremen of the yard, men of good attainments, who had for the most part received their education in the School of Naval Architecture. All the apprentices were at first required to attend school, whatever might be their year of servitude.

It was, however, soon found that to exert a beneficial influence on the minds of so many young men was a task which could not be undertaken by gentlemen whose energies were sufficiently taxed by the ordinary duties of their office, but required the undivided care and attention of men who were employed on no other occupation. In the year 1847 the present system of having a special class of school-masters, ranking as foremen of the yard, but having no other work to perform, was established. Nor was it found compatible with the due discipline and efficiency of the schools, or with the exigencies of the service, to require the compulsory attendance of all apprentices indiscriminately. The value of the labour of apprentices increases very considerably as their experience and skill and physical strength are increased. While, however, a fraction only of the apprentices in the latter years of their servitude showed any great aptitude for learning, and derived much benefit from attendance at school, the withdrawal of so many hands from the work of the yard for several afternoons in the week was found to be a serious evil. It was therefore considered that the pecuniary injury to the public service by the loss of the labour of so many apprentices was not compensated by the general amount of mental improvement obtained by them at the school. A new system was therefore introduced, by which compulsory attendance at school was confined to apprentices in the first three years of servitude; while ample provision was made for the prolonged education of those who had shown, during their term of compulsory attendance, the possession of more than average ability and a willingness to profit by the opportunities for acquiring knowledge afforded them in these establishments.

At present, then, the attendance of apprentices at school ceases after the completion of their third year, except when application is made to remain longer, and the applicant is recommended by the schoolmaster as worthy of having the privilege accorded him. As might be anticipated, the number of those who thus obtain permission to remain at school for an enlarged period bears a small proportion to those who receive their discharge from attendance at the specified time. This proportion would doubtless be higher were the acquirements of all the apprentices on their first entry of a respectable character. This, however, has hitherto been far from being the case. Nor can it be denied that the exertions of such among the apprentices as possess fair abilities, and come to the school with a respectable share of knowledge, will be greatly influenced by the apparent effect which their progress at school will have on their future prospects.

On the first establishment of the schools, and the regulations for promotion in the service by merit, tested chiefly by examination, an extraordinary amount of enthusiasm for the acquisition of knowledge was naturally engendered amongst the apprentices. This was greatly enhanced by the establishment of the Central School of Mathematics and Naval Construction at Portsmouth, at which eight of the most meritorious apprentices who had completed four years' servitude were to receive, at the public expense, an education in the higher principles of pure and mixed mathematics and the science of naval architecture. As an encouragement to the young men selected for this establishment, the promise of being at once appointed leading men, with the prospect of regular advancement in the higher offices, was held out to them. When, however, it was found impossible to fulfil the promise thus held out, as the number of vacancies in the dockyard offices was not sufficient for the purpose, and the school of mathematics was abolished in 1853, it appearing inconsistent with due economy to maintain an establishment for educating the very few for whom a provision could be found in the service,—one direct and tangible motive to exertion in the dockyard schools was removed, and, as a natural consequence, the number of volunteer attendants diminished very materially. The impulse, moreover, which had been given to the schools by a vague anticipation of extraordinary success which each individual at first cherished, but to which time and experience necessarily gave a check, soon ceased to be felt; and this added to the depression which the suppression of the School of Mathematics had produced. To the first period of unnatural exaltation a period of undue depression naturally succeeded; and it may perhaps be allowed that the solid and permanent fruits of education which

the system of promotion by merit cannot fail to bring ultimately into prominent relief, are not as yet sufficiently appreciated by the apprentices generally to operate as a very strong stimulus to exertion. The injustice of passing over the claims of deserving men of great merit in the practice of their trade, but with little scholastic attainments, which has prevented the rigid application of the new rules for promotion in all cases, has doubtless also been misinterpreted; and the laborious acquirement of information, which has not hitherto led by a new and direct cut to advancement, may have appeared to some hardly worth the trouble bestowed on it. Each year, however, as it passes by, places the young men educated at the schools in a more favourable position with regard to promotions; and there cannot be a doubt that the time is fast approaching when the competition for offices will lie entirely among the educated classes of artificers; and it may then be expected that the advantages of having pursued with success the studies of the school being made manifest, a permanent and healthy stimulus will be given to these establishments, which will lead to most valuable results.

The schools and the system of promotion by merit, tested by examination, form part of one plan for the improvement of the dockyards. The success of the former must depend in great measure on the honesty and good faith manifested in carrying out the latter. I may remark, that the manifest intention of the Board of Admiralty to give full effect to the provisions contained in the amended regulations, shown more particularly in throwing open the competition for the office of foreman vacant in one dockyard to candidates from all the yards, and thus selecting from the whole of the service the best men, as was done in the year 1856, has already produced most excellent effects. The conviction is thus brought home to all persons in the dockyard service that a wide field is really open to all who combine intelligence and mental culture with skill and energy in the practice of their craft; and undoubtedly the more promising among the apprentices will be thereby encouraged to apply themselves with zeal to the work of the school. It is a difficult thing, however, to create a conviction that merit alone, and not favour, is the cause of promotion, and that examiners, who are well acquainted with all the candidates, are not in some degree actuated by feelings of partiality. To obviate this, it would in my opinion be most desirable to put the examination, as far as possible, above the reach of suspicion, by placing it in the hands of persons entirely removed from local influence. There ought to be some recognised and intelligible system of conducting these examinations, whereby scholastic and professional merit should receive their due proportion of

effect in the promotion of each class of officers. I do not believe that this is the case at present. For the situations below that of foremen of the yard, the schoolmaster conducts the examination, so far as what may be called scholastic attainments are concerned; and he sends in his report to the shipwright officers, who are his immediate superiors, upon whom devolves the duty of testing the professional merits of the candidates, and of ultimately recommending those whom they think fittest for promotion. According to existing practice, the schoolmaster and the professional officers have their own separate mode of marks, and no adequate provision is made for bringing these into accordance.

To obviate this great defect in the existing system, I would suggest that all examinations should be conducted by a board of examiners, consisting of one examiner in scholastic and scientific attainments, and two or more professional officers; and that marks should be given for proficiency in each of these departments according to a fixed rule. In the lower offices more weight should be given to professional than to scholastic acquirements; while, in the higher, the scientific acquirements, which become of more importance, should have a greater relative weight. The following ratios would, I believe, fairly represent the relative weight due to these branches for the several offices:—

	Professional Knowledge.	Scholastic or Scientific Knowledge.
Leading man	400	100
Inspector	300	100
Foreman	200	100
Master shipwright's assistant	300	200

The mode of carrying out an examination on these principles would be as follows:—

To each question in his own department the examiner would affix such a number of marks as he found most convenient; but when the papers of all the candidates had been examined and marks affixed to the answers, whoever had obtained the highest number of marks absolutely would have the highest relative number awarded to him according to the above scheme; and the others, the same proportion of this number as the absolute marks obtained by them bears to the highest number of marks obtained. For example, suppose A, B, and C, to be three candidates for the office of foreman; and suppose their marks on the professional papers to amount to 1,800, 1,750, and 1,500 respectively; and on the educational papers to

amount to 800, 650, and 720 respectively. Their reduced marks would stand as under :—

	Professional.	Scientific.	Total.
A - - - - -	200	100	300
B - - - - -	195	82	277
C - - - - -	167	90	257

I am satisfied that on no system involving any different principle can a fair balance be struck between acquirements of entirely different kinds.

The great importance of the subject of promotions and its intimate connexion with the efficiency of the schools will be my best apology for dwelling on this subject so long.

There is, however, another mode in which education in the schools tells, and that perhaps little suspected by the generality of the apprentices and artisans. The education of the dockyard schools, when it falls on a fertile soil, is calculated to evoke and strengthen the powers of observation, to give accuracy and point to knowledge acquired in the practice of skilled labour, and to impart the important power of expressing clearly and definitely the knowledge so obtained. Of two young men of the same natural abilities, one of whom has had his mental powers cultivated at a dockyard school and the other has not, there cannot be a question as to which would turn out to be the more accurate observer, and whose knowledge of his profession would be the more definite and ready in application.

There is in some quarters, I am well aware, an opinion that in proportion as a young man learns to use his powers of mind with advantage, he acquires a dislike to manual labour, and becomes accordingly an indifferent workman. I believe that this is only the case when the apprentice is not properly impressed with the importance of attending to the work of the dockyard in the first place and before all other things, and when the connexion between the works of the school and of the yard is not carefully and frequently placed before him.

There is a natural disinclination to hard work which has no necessary connexion with mental culture; and the latter may sometimes be made an excuse for the former, but it is only an excuse. Care should be taken to check at once any tendency that may show itself in a young man to allow progress in intellectual training to operate as an incentive to the neglect of the proper business of his calling. Instances, no doubt, have

occurred which seem to give countenance to this opinion; but, on the other hand, there are at least as many instances which tend to prove that cultivation of the mind is not only compatible with hard manual labour, but a powerful assistant to successful professional training.

The original union in the same person of the offices of schoolmaster and foreman of the yard was better calculated than the present plan of keeping these two offices separate, to impress on the minds of the apprentices the bearing of the work of the school on that of the yard. It is therefore the more incumbent on the schoolmasters, if they have the true interests of their pupils at heart, to impress on them the importance of aiming at becoming good and efficient workmen before all things. The complaint which is sometimes made, with reason, that excellence at school is not always accompanied by excellence at work, would, I am convinced, in that case soon cease to be heard. There is not, and cannot be, any necessary incompatibility between these two things. Rather, one would say, that the habit of applying with conscientious diligence to whatever has to be done would be employed with equal success in both departments.

It is of the greatest importance to the success of the schools that a cordial feeling of harmony should subsist between the officers intrusted with the executive departments and the schoolmasters. To ensure this, the principal executive officers have always formed part of the school committee, to whom all complaints regarding the discipline, and all questions affecting the efficiency and usefulness of the schools are referred. This committee generally consists of the master attendant, master shipwright, and in some cases, one of his assistants, the chief engineer (where there is one), and the chaplain. The latter is specially charged with the religious instruction, for which an hour a week for each division is set apart. In some yards the control exercised by the committee is very considerable, while in others it is little more than nominal. The ultimate control of the schools, as of every department, is vested in the superintendent. The attendance-book, which is regularly kept, is generally inspected by the superintendent every week or fortnight, and a salutary control is thus exercised over the discipline. There cannot be a doubt that occasional visits of the superintendent and principal officers produce an excellent effect, and materially assist the master in the discharge of his arduous duties.

Among so many youths of various temperaments and dispositions, there must needs be some who have no great heart for the work of the school, and would be inclined to give the master

trouble. His only means of restraining these and preventing them from doing mischief arise from the respect towards himself with which he can succeed in inspiring them, and the support he receives from the superintendent and school committee. The master can have no power of direct punishment. Although complaints are sometimes made of the difficulty of maintaining discipline under these conditions, they are not so frequent as might be expected; and in those yards where the attendance-books, in which are inserted also the complaints of the master, are regularly inspected, and punishments proportionate to the offences complained of are promptly inflicted, the discipline is probably as easily maintained as if the master had power to inflict punishment himself.

But the most efficient instrument for maintaining discipline is the power of the master to interest his pupils in the work of the school. To exert a beneficial effect upon the minds of so many young men, of whom many possess no small share of intelligence, is no easy task, and is sufficient to employ the most vigorous intellect. The masters must always bear in mind that a great responsibility rests upon them, and that no amount of external support will compensate for want of zeal and energy in themselves.

Another point deserving of notice as calculated to exert a powerful effect for good or evil on these schools, is the character and attainments of the apprentices at their first admission. All of these lads are to remain in the school for three full years; the efficiency and discipline of the schools therefore must needs suffer if apprentices are admitted whose attainments are of so low an order as to render them incapable of profiting by the instruction imparted in them. It has always been undoubtedly the intention of the Admiralty that none of such inferior an order should be admitted. In the Circular to the Dockyards of the 29th November 1847, it is expressly stated that their Lordships "wish it to be distinctly understood, that servitude (of father or nearest relative) will be of no avail, unless accompanied by education, and that with the exception of some special cases, the best educated boy will always have the preference." In the amended Regulations of 1853, confirmed by Her Majesty in Council, which are now in force, it is expressly enacted, that—

"No boy will on any account be admitted as an apprentice without a competent knowledge of reading, writing, and the first four rules of arithmetic; and so soon as the public examination is completed, which is to be held in the presence of the superintendent, and at least one of the principal officers, by the schoolmaster, he is to prepare, under the supervision of the

superintendent, a statement of the relative merits of the candidates for transmission to their Lordships; one-half of the admission will be given to those boys who stand at the head of the graduated list, the other half will be awarded with reference to the claims of their parents."

Provision is herein expressly made, that while half the admissions shall be given solely for excellence in educational acquirements, the minimum of acquirements of those who are admitted on other grounds shall not fall below a certain standard. Unfortunately, neither the spirit nor letter of this regulation has been sufficiently kept in view, and many boys have of late years been admitted who had a competent knowledge of none of those subjects which are here stated to be necessary. Hence in all the dockyard schools a considerable class of extremely ignorant, unintelligent boys has been introduced, whose presence has been only a source of embarrassment to the master, and of hindrance to the more advanced boys. Many of these lads have left the school at the expiration of the three years of their attendance, having never acquired that "competent knowledge of reading, writing, and "the first four rules of arithmetic," which they ought to have had at their admission. I am happy to say that this evil will be greatly remedied by a recent order of their Lordships, which was, I believe, acted upon at the examination of candidates for apprenticeships in January. According to the terms of this order, two lists are to be prepared, the one of those boys who possess a competent knowledge, and the other of those whose knowledge is incompetent; and from the former of these lists alone are the apprentices to be selected.

Even thus, however, the terms of the Regulation are so vague, that until some uniform standard of competency can be applied to the candidates at all the yards, which can be done only by their all being subjected to the same examination, the full advantage intended by their Lordships in their late order cannot be realized.

By the Circular to the Dockyards of November 29, 1847, the following Regulation with regard to the hours of attendance at school is enacted and is still in force:—

"The apprentices who are attending school will be separated into two divisions to attend on different days. During the winter months, from the 12th of October to the last day of February inclusive, the first or upper division will attend one afternoon in the week and three evenings; and the second or lower division, two afternoons and three evenings. But from the 1st of March to the 11th of October inclusive, the first division will attend two afternoons and two evenings; and the second division, three afternoons and two evenings. The afternoon school hours will be from the dinner to bell ringing; and the evening school hours, from bell ringing to 8 o'clock, from the 12th of October to the last day of February inclusive; and half-past 8 o'clock from the 1st of March to the 11th of October."

The number of hours of effective schooling per week thus provided may be estimated at twelve hours for the upper division and fifteen hours for the lower.

The upper division contains the apprentices above the third year of servitude, who are allowed the privilege of attending school for a longer period as a reward for excellence of conduct and progress, and all the apprentices within the first three years of servitude whose attainments are of a superior order. The lower division contains all the others.

The first division is usually subdivided into two classes, not including the more advanced apprentices, who study the higher mathematics. The second division contains two, and sometimes three, classes.

All the instruction is given by the master himself, the system of monitors, which originally prevailed, having been discontinued some years since as unsuitable to schools of this nature, where the ages of the pupils range from fourteen years to twenty-one years. Generally speaking, therefore, while the master is engaged in teaching one class, another is employed in preparing some task.

The subjects of instruction are arithmetic, mensuration, algebra, Euclid, English history, geography, grammar, the elements of physical science and industrial mechanics, and religious instruction, which is given by the chaplain one hour a week to each division.

A programme of studies calculated for each period of six months (the apprentices being admitted twice a year) was drawn up for the guidance of the schoolmasters in the year 1854. The great diversity in the attainments of the apprentices at their entry, which necessitated their being attached to different classes, and even different divisions, has rendered a rigid adherence to this programme impossible. The masters ought, however, to conform to it as nearly as is found to be practicable, so far at least as not to omit any important subject. In some of the schools the practice of imparting instruction orally in classes seems to have been discontinued, if, indeed, it had ever prevailed in them to any extent, and what is designated the individual system of instruction exclusively adopted. It is quite impossible that such a system can be pursued with success where there are so many pupils, so few hours a week for study, and a single master to teach. In another of the schools I found, that in lieu of several of the authorized subjects of study, as grammar, geography, and history, the life of Stephenson had been purchased, and some hours a week spent in reading it in class. However valuable the lessons which the perusal of the life of this eminent

engineer is calculated to convey, I can hardly think this to be a legitimate use of any of the few hours a week which the upper division of a school have allotted to them for study. It is, perhaps, not to be wondered at that not a single boy in that school could explain the construction of a sentence in which a portion of a sentence was the subject. Nothing can be more proper than for a master to encourage his pupils to employ part of their leisure time in the perusal of such works; and if the time available for school-work were longer, no great objection would be raised to the practice of reading them in class; but under the existing conditions of dockyard schools I very much doubt the propriety of doing this.

Some of the subjects of instruction I have mentioned can of course be taught only in a superficial manner. In geography and history, for instance, a few facts only can be taught, such as all well-informed persons ought to be acquainted with to enable them to read books, in which a knowledge of such facts is presupposed, with interest and intelligence. On such subjects we cannot rely as instruments of *education, i. e.* bringing out and strengthening the powers of the mind. In dockyard schools the exact sciences, so far as there is an opportunity of studying them, and in a lower degree grammar, must form the principal engines of mental culture. In the term grammar I include the study of language and of its construction. Geometry, however, as it is the key to all the subjects which have a more direct bearing on the mechanical arts, besides being in itself one of the most successful instruments for developing the mental faculties, must ever take the most prominent place among the subjects taught in these schools. Besides the subjects already enumerated, trigonometry, descriptive geometry, mechanics, and hydrostatics, and the differential and integral calculus, are taught with more or less success to the volunteer attendants at the schools. The amount of knowledge of all these subjects gained by the persevering industry and application of several of the more advanced apprentices is by no means inconsiderable.

No dockyard school can be considered complete without a set of philosophical and chemical apparatus. Not only is a master hereby enabled to convey in a lucid and striking manner the knowledge of most valuable philosophical facts and principles which frequently have a direct bearing on the operations which the apprentice sees going on before his eyes in the daily practice of his craft, but an occasional lecture, illustrated by experiments, forms an agreeable episode in the routine of merely scholastic studies, and is well calculated to arouse the flagging interest of youths set down to dry, hard

study, often after a hard day's work. At present Portsmouth Dockyard only is furnished with anything like an adequate set of apparatus. It is proposed, however, to provide in this year's estimates for the completion of a set for Devonport. It is much to be desired that the other dockyard schools should also be furnished with such apparatus.

I have already stated, that the head-masters of the dockyard schools rank with foremen of the yard. At two of the yards, viz., Portsmouth and Devonport, they receive the same salary, viz., 250*l.* a-year. At Chatham the head-master's salary is 200*l.* a-year; at Woolwich and Pembroke, 180*l.*; and at Sheerness and Deptford, 140*l.* At Portsmouth and Chatham there are also assistant-masters, with salaries ranging from 100*l.* to 140*l.*; both, I believe, are now in the receipt of the highest rate. In the estimates of the present year provision will be made for an assistant-master at Devonport, with a salary beginning at 100*l.*, and rising by 10*l.* a-year till it reaches 140*l.* I may mention, that in the year 1853 the salaries of all the masters, except those at Portsmouth and Devonport, were fixed at 100*l.*; the master at Pembroke and Chatham having also an allowance in lieu of a house. In consequence of representations made to them, the Lords of the Admiralty increased the salaries, as stated above, in the year 1854. The work of the masters at Sheerness, Woolwich, Deptford, and Pembroke is not inferior to that of the masters at any other yard. The whole labour of instructing all the apprentices in their several schools devolves upon them; and as they are obliged to instruct both divisions at separate times, the number of hours during which they are employed is, of *necessity*, the greatest possible. I think, considering the nature of the work in which they are engaged, that they ought to be put on the same footing, with regard to salary, as the head-master of Chatham Dockyard.

Besides the apprentices, there are now at several of the yards boys employed in the factory and other hired boys, who have had the privilege of attending school granted them. Of these, 54 attend school at Chatham, 43 at Devonport, 116 at Portsmouth, 8 at Sheerness, and 63 at Woolwich, in all 284. Wherever there are two masters, provision ought to be made for the attendance of these boys at different times from the ordinary apprentices. This is the case at Chatham. At Woolwich there is but one master, who is charged with the sole instruction of 74 apprentices, and 63 other boys, in all 137. At Chatham *two* masters have charge of 140 pupils. It is quite impossible that the master at Woolwich can give proper attention to all who are committed to his charge, and

the efficiency of the school must suffer greatly in consequence. In fact, since the addition of these 63 factory boys to his school, he has been obliged to give up class instruction. A second master is, therefore, imperatively required for Woolwich Dockyard school.

The following tables show the attendance of apprentices and other boys at the several schools at Midsummer and Christmas 1857:—

MIDSUMMER 1857.

NAME of DOCKYARD.	Apprentices' Year of Servitude.						Total Apprentices.	Factory and Hired Boys.	TOTAL.
	6	5	4	3	2	1			
Chatham	—	2	2	29	34	21	88	55	143
Deptford	—	—	9	28	36	12	85	—	85
Devonport	—	1	2	46	47	28	124	10	134
Pembroke	—	2	4	17	21	15	59	—	59
Portsmouth	—	1	17	28	34	28	108	116	224
Sheerness	—	—	10	23	27	20	80	8	88
Woolwich	1	2	1	25	27	21	77	3	80
Total	1	8	45	196	226	145	621	192	813

CHRISTMAS 1857.

Chatham	—	2	5	38	23	18	86	54	140
Deptford	—	—	2	47	13	11	73	—	73
Devonport	—	2	1	53	34	26	116	43	159
Pembroke	—	1	6	31	7	12	57	—	57
Portsmouth	—	4	13	35	23	25	100	116	216
Sheerness	—	—	8	24	36	7	75	8	83
Woolwich	2	1	8	36	21	6	74	63	137
Total	2	10	43	264	157	105	581	284	865

The following table shows the number per cent. whose answers to the questions proposed to them in the several subjects named at my last inspection were, good, tolerable, or bad:—

	Writing from Dictation.			Algebra.			Arithmetic.			Scripture, Grammar, History, and Geography.			Higher Mathematics.		
	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.
Chatham - -	54·32	18·51	27·17	9	18·5	6·17	30	45·7	24·3	10	26	64	1·2	2·4	—
Deptford - -	43·9	23·3	32·8	7	52	12	40	37	23	7	12	81	3	—	—
Devonport -	57·5	15	27·5	23·36	20	5·31	31	52	17	5·31	20	74·79	4	1	—
Pembroke -	70	9	21	22·8	19·3	12·3	40	52·6	7·4	9	30	61	5	7	4
Portsmouth -	50	22	28	20	23	12	66	24	10	19	11	70	—	3	—
Sheerness - -	55	4	21	11·3	5	3	44	32	24	8	20	72	1·32	—	1·32
Woolwich - -	63·3	10·4	27·3	20	6·5	18	50	35	15	8	30·4	62·6	—	5	3·66

The following table shows the number per cent. of those who solved a proposition in Euclid, and also of those who attempted to solve a proposition :—

	Book.					Total of those who tried.
	11th.	6th.	3rd and 4th.	2nd.	1st.	
Chatham	1·23	—	10	5	40	66·7
Deptford	—	3	4	4	35·6	50
Devonport	—	6·20	10	3	30	57·5
Pembroke	—	14	10·5	5·26	11	52·6
Portsmouth	4	5	7	3	22	54
Sheerness	3	5	2	2	34	64
Woolwich	—	4	5·2	2·6	41·5	71

From a comparison of these results with those of former years, it appears that the schools at Deptford and Woolwich, which have been hitherto somewhat in the background, have greatly improved; while Pembroke, which has generally been considerably in advance of the rest, has lost much of its superiority. In most subjects there is an improvement in the general standard of attainment; but in general information, in which term I include scripture, geography, history, and grammar, the falling off in the attainments of all the schools is very perceptible. This conclusion, which the *viva voce* examination had given me reason to expect, is fully borne out by the written papers. As I have already observed, many of the subjects included in this title cannot be considered among the most essential of the subjects of study at dockyard schools. The very limited time of attendance at them, and the necessity of bestowing much attention on arithmetic, mensuration, algebra, and geometry, render it impossible to pursue these studies much into detail. It is, however, very much to be regretted, that grammar and the power of analysing language are not studied to more advantage than they seem to be. Next to the exact sciences, a study of language is the most efficient instrument for evoking and developing the powers of thought and judgment. The masters, indeed, generally assure me, that except in the single article of arithmetic, no improvement, but the contrary, has been exhibited in the acquirements of candidates for apprenticeship during the last few years. This, I believe, to be the natural and inevitable consequence of the fact, that it is mainly proficiency in arithmetic which tells in the examination for admission. In most of the ports the candidates have been placed for months in the hands of persons whose main business is to train them for those examinations, and they naturally direct the attention of their pupils

chiefly to that which will have most effect in placing them high on the list, viz., arithmetic. But while the knowledge of grammar has decidedly declined, the number of apprentices who can write well from dictation has considerably increased, and the more advanced pupils at these schools are not wanting in the ability of expressing themselves fluently and accurately in their own language. This power, indeed, can only be acquired by tolerably extensive reading, and the more successful, because more intelligent and studious, youths are the most extensive readers.

Complaints are sometimes made by the masters of the very limited vocabulary of the apprentices. At Pembroke, where I have heard this complaint most frequently, I do not think there is much ground for it. I paid a visit to the excellent National school of that place, and in order to test the justice of the complaint, I requested the master to allow me to hear his first class read. I selected a book containing many words not likely to be used in the daily conversation of labourers or mechanics, and I certainly found many of the boys well acquainted with their meaning. I had at the same time an opportunity of seeing the life of Saint Paul written by each as an exercise, which had been but just completed. These exercises showed by no means a scanty vocabulary.

However, well or ill-founded as this complaint may be, it is obvious that the best way to find a remedy for it is to encourage the boys to read useful and instructive books at home; at the same time a systematic course of reading in the Fourth and Fifth Reading Books of the Irish Commissioners, so as not to interfere unnecessarily with the study of arithmetic and geometry, would be found useful in the school. In such a course of reading care should be taken that no sentence be allowed to pass without being thoroughly understood. The pupils might be called on to paraphrase and analyse some of the more intricate sentences, and they might be occasionally required to write down what they could remember of some of their lessons. I do not think that where these complaints have been made, any such systematic attempts to correct the evil as I have pointed out had been resorted to.

On the whole, I think that these schools may be considered to be doing their work very fairly, looking to the large percentage of the apprentices who are instructed in Euclid, and to the general excellency of the instruction in arithmetic.

The names of the apprentices who have distinguished themselves by their attainments are the following:—

H. Gibson	Chatham.	J. Pakes	Deptford.
H. Brown	Sheerness.	W. Phillips	Deptford.
R. Clarke	Devonport.	John Lishmund	Devonport.

James Jones -	Pembroke.	M. Darton - -	Sheerness.
Wm. Miller -		R. Tubb - -	
Henry Ash -	Portsmouth.	J. M'Lean - -	
Edward Holding		Henry Trevena -	Pembroke.
William Malpas-		Thomas Johns -	
Thomas Clark -	Woolwich.	J. H. Bishop -	Deptford.
William Atkins -		Thomas Chiswell-	
William Colings-		George Cooper -	
Francis Murray -	Woolwich.	R. Hopper -	Chatham.
Joseph Millard -		W. Beeman -	
J. Rogers - -	Sheerness.	Young Terrey -	

Chatham.

H. Gibson is decidedly the most advanced in attainments of all the apprentices in the service now attending school. This superiority is due to the circumstance of this school having the advantage of two masters, one of whom is a skilful mathematician. The discipline here might be improved, but the beneficial effect of having a second master has manifested itself in a general improvement in the attainments of all the pupils. There is a better knowledge of grammar at this yard than at most of the others. It is to be hoped that the masters will work together with that harmony and cordiality which are essential to the efficiency of the school; at the same time it must be remembered that there can be but one head, and the second master must consider himself as subordinate to the head master.

I was somewhat disappointed in the progress of several of the advanced apprentices, whose exercises did not show a thorough grounding in geometry, on which alone progress in the higher mathematics can be founded.

Deptford.

This school has greatly improved in the last two years. There is a large class of boys from the victualling yard, whose attainments were, when first admitted, and must, I fear, always remain, of the lowest description. They seem to have been admitted without any regard whatever to any educational test, and their presence at school must be a source of great embarrassment to the master.

I am glad to find that a very large proportion of the upper division here are instructed in industrial mechanics. It would be very desirable that this example should be copied in the other yards, in most of which a very few only of the apprentices have shown any knowledge of this subject.

Devonport.

In the estimates for the present year, provision will be made for a second master, who is much wanted here. It is

intended also to complete the set of philosophical apparatus, which in the hands of so energetic and judicious a master as Mr. Rae, will be of no small service. Considering the large number of boys under his charge, and that he has to rely at present mainly on the very objectionable system of monitors, it is astonishing how much good work is done here, and how well the discipline is maintained. The monitors are in every respect superior young men.

I am glad to hear that a second room has been provided for the schools, which will be very advantageous as soon as the second master is appointed. At this school also grammar seems to be carefully taught.

Pembroke.

I am much disappointed with the progress of the boys in this school. I have on frequent occasions stated my belief that the apprentices on their admission at this yard are considerably beyond the average of those at other yards in educational attainments: I have seen no reason to modify that opinion. Of four apprentices who had been in the school not quite half a year at my last visit, two wrote from dictation in an unexceptionable manner; one very well, and the other very fairly: and so far as this, which is perhaps the best test that can be relied on, goes, showed no indication of possessing a remarkably limited acquaintance with words. But from some cause or other, for which I can find no adequate reason, but few boys below the third year of apprenticeship showed the slightest knowledge of geometry, and the boys who were just completing their first year showed no progress whatever since I last examined them, but rather the contrary. The organization of this school is very different from that of any other, all the boys of the same standing being placed together in one class without regard to their relative attainments. I understood from Mr. Good that he relied entirely on the individual system of instruction. I do not see how such a system to the exclusion of class instruction is applicable to a dockyard school. It is quite impossible that the master can thus thus assure himself that his pupils are all making satisfactory progress, but must take a great deal on trust. At one time nearly every apprentice in this school was instructed in geometry, and I cannot find what special knowledge has taken the place of this study, which has declined considerably in the last two years.

Portsmouth.

In my last report to the Lords of the Admiralty I adverted to the case of Andrews, who was appointed at the end of the

fourth year of his apprenticeship to undergo a course of instruction in the higher mathematics, &c.

In June he was excused attending my examination on the plea that he had been for many months in the mould loft, where his attention was required exclusively for the study of laying off. At Christmas he was examined by me in conic sections, the differential and integral calculus, and the elementary portion of mechanics, as also in chemistry. I had examined him in the same subjects eighteen months previously. Owing doubtless to the interruption of his studies, caused by the attendance I have mentioned in the mould loft, I found little, if any, progress in these subjects in the interval between the two examinations mentioned; in fact, his knowledge of mechanics seems very trifling. This unfortunate result is to be attributed to the absence of any effective regulations with regard to apprentices appointed to undergo a superior course of study, and to a want of correspondence between the persons charged with the mathematical and the professional training. It is much to be regretted that means do not exist at present for submitting some of the more promising apprentices to the study of a more enlarged course of mathematics and natural philosophy. But in order that this might be effective, and conduce to the good of the service, it would be necessary to lay down stringent rules for the guidance of the instructors both in mathematics and in professional matters, so that nothing should be left to chance.

In both the upper and lower divisions of this school arithmetic seems to be remarkably well taught; and I am glad to find a fair knowledge of the first elements of geometry in a considerable number of boys of the lower division. The teaching of grammar is not so successful as I have found it on some former occasions.

Sheerness.

This school has decidedly declined in efficiency. The master, Mr. Crockford, is full of zeal, but the difficulties he has to contend with, arising mainly from the insufficiency of the school accommodation, and the necessity thence arising for organizing the school in three instead of two divisions, bear their natural fruit in the impaired efficiency of the schools. I hope that effective means have ere now been taken for providing a sufficient school-room. When I was last at Sheerness an order had been received from the Board of Admiralty to the dockyard authorities to report upon the best mode for remedying this most serious evil. Henry Brown distinguished himself very much at my examination, as also did M. Darton.

The latter, by some oversight, has not yet been recommended for a prize. I beg, therefore, to recommend him for one now.

Woolwich.

No dockyard school has shown so great marks of improvement as that at Woolwich. The discipline is still somewhat defective, but in other respects it will bear comparison with the best.

Besides 74 apprentices, the master has lately had 63 factory and hired boys added to his school. It is impossible that he can continue unaided to give efficient instruction to so large a number. I beg, therefore, to suggest the propriety of appointing a second master to this school.

The Schools attached to the Divisions of the Royal Marines.

At each of the four divisions of the Royal Marines there has long been established a boys' and a girls' school. There is besides an adult school for the non-commissioned officers and men.

In 1853, when the duty of inspecting these schools was first committed to me, there was but one trained master, and no trained mistress. There was also a great want of school books and apparatus; in the girls' schools, scarcely any book except the Bible, was employed for instruction in reading.

At two of the divisions, viz., Chatham and Woolwich, I found very zealous and able, though untrained men as masters; and with an improved school apparatus, they have much raised the character of their schools.

There was at that time an entire absence of uniformity in the regulations under which these schools were governed and of the salaries received by the masters. To such an extent did these depend on the will of the commandant that at Chatham two years ago the master's salary was suddenly lowered by an order of the commandant to the extent of 20*l.* per annum. The weekly payments made by the non-commissioned officers, men, and boys also vary at the different divisions.

The girls' schools were at that time, without exception, in a very inefficient state. The salary of the mistress was 21*l.* per annum, which was too small to ensure the services of a well-qualified person. As very little was required to be taught in these schools, the qualifications of the mistress were not fixed at a very high standard, and in the selection of a person for this situation, more regard seems to have been had to the services of her husband or father, as the case might be, than

to her own fitness to conduct the duties of a school. In some of the divisions there existed the greatest disinclination on the part of the school managers to the introduction of maps and books, without which no improvement could be made.

All representations as to the want of school materials was met by the reply, that there was no fund available for the purpose. This was not, however, uniformly the case. General Menzies, the commandant at Portsmouth, succeeded in obtaining a good supply of books, &c. for the girls' school at his division. For several years also Mrs. and the Misses Coryton took a most active part in the management of the school at Plymouth, and entertaining very enlightened opinions with regard to education, did much for the solid improvement of the schools.

A great and important change took place with regard to all the Marine schools during the course of last year, based on the Army School Regulations of July 1857. It was determined that the divisional schoolmasters should all in future undergo a training at the Royal Military Asylum, and have the rank, pay, and allowances assigned to third-class schoolmasters in the army. These men rank next to the serjeant-major, receive 4*s.* a day, regulation clothing, with quarters or lodging-money in lieu, and light and fuel.

The schoolmistresses will in future receive 36*l.* per annum, with quarters, fuel, and light, or an allowance in lieu. At the same time a liberal allowance of school-books and material was made to all the schools. The books supplied are those used in the army schools.

It is evident, then, that during the last four years a great improvement has taken place at all the divisions with regard to the pay and position of both schoolmaster and schoolmistress and the school material. It is no longer sought to give to the children the minimum of education which is compatible with the idea of a school at all; but the rational principle has been adopted, that in these schools the children of the Marines should have provided them the means of obtaining an education equal to that procurable at the best elementary schools.

I have already stated that a very important part of the duties of the schoolmaster is to instruct the non-commissioned officers and men. They attend for this purpose between the hours of 5 and 7 P.M. Except in the case of non-commissioned officers, who are obliged to attend school until they can pass a certain prescribed examination, the attendance of the adults is voluntary. To this, however, there is an exception in the Marine Artillery schools. Every man in this corps is required

to be able to read and write, and if deficient in this respect at his enlistment, is obliged to attend school until his acquirements are reported satisfactory.

It is evidently a most desirable thing to give every encouragement to the men to supply the deficiencies of their early education if defective, or to acquire fresh stores of knowledge if their attainments are respectable. The acquisition of a taste for reading with interest useful and entertaining books, cannot but result in enhancing the efficiency of these corps, by adding to the happiness and contentedness of the men, and placing them above one of the most ordinary temptations to drunkenness and vice, viz., the inability to employ their leisure time in a rational manner. In order to carry out this most desirable object, much still remains to be done at the divisional schools. The school-rooms are for the most part small, and it is very much to be regretted that the new rooms, built expressly for the purpose at Forton and Woolwich within the last few years, are on so small a scale. They would be absolutely crowded with fifty men. Again, as so short a time can be given to instructing the adults, should no more than fifty be present at one time, it would be quite beyond the power of one master, however competent, to keep so many usefully employed. Assistant-masters are imperatively required for all the divisions. It is only lately that the improvements I have already stated have taken place. In fact, only one division—Portsmouth, is furnished as yet with a trained master. The other three divisional schools are only superintended by temporary masters until the trained masters come from Chelsea. Serjeants Avery and Kelly, who were sent to Chelsea for six months in October last, will very soon return to their duties at Woolwich and Chatham respectively, and it is confidently expected that their efficiency as teachers will be greatly enhanced by the study of the system pursued in the practising school, in which they have spent the greater part of their time while at Chelsea. The Plymouth school has been for nearly three years under a temporary master. From some cause the master who was being trained for it left the service. It was under these circumstances thought advisable to select a man who would require a few months training only to make him competent to enter upon this charge. It is hoped that at Midsummer the person so selected will enter upon the discharge of his duties. The Portsmouth Divisional School was also in the same unsatisfactory position for two years, which was happily terminated last August by the joining of the trained master. It is therefore evident that the new system has not been hitherto fairly in operation,

and it will still be some time before its results can be fairly tested.

It were, however, greatly to be desired, that the masters should enter on the discharge of their duties with proper assistance from the very first. They will otherwise be impeded in their efforts to carry out an efficient system of instruction, and the men will not be so ready to attend school, nor so willing to remain there under a stunted system, which does not give their desire to acquire knowledge fair play, as might otherwise be expected. As the men pay for their schooling, it is not likely that they will show any eagerness to avail themselves of it unless they get a full equivalent for their money.

The schools belonging to the Royal Marine Artillery are far from being in a satisfactory state. Besides the school at head-quarters, there are two others, one at Fort Cumberland, and the other at Forton.

The school at head-quarters is attended by 10 boys and by 180 adults, comprising 53 non-commissioned officers, 3 drummers, 117 privates attending by order, and 7 attending voluntarily. That at Fort Cumberland comprises about 30 children of both sexes, and 214 adults, viz., 29 non-commissioned officers, 2 drummers, 3 volunteers, and 180 privates, not volunteers. That at Forton consists of 65 adults, viz., 14 non-commissioned officers, 2 drummers, and 49 privates attending by order.

These schools, as far as children are concerned, are none of them worthy of the name of schools at all. Nothing beyond the merest rudiments is attempted to be taught. The master at head-quarters objects on conscientious grounds to teach the catechism, and instead he professes to give instruction in the Holy Scriptures. I could not, however, elicit from any of the children any Scriptural information whatever. I hear, also, that the school is very far from being popular with the men, who complain that they make no progress. A corps of picked men, like those of the Royal Marine Artillery, who are obliged to possess a certain amount of scholastic knowledge, ought to have as good a master as could be found.

The master at Fort Cumberland, where there are now 600 men, of whom 214 attend school, is a gunner, who, to judge by the state of the children's school, is very indifferently qualified for his task. The adult school at Forton is also under the charge of a gunner. It is most desirable that these schools should be all placed on a more satisfactory footing.

The following table shows the number of boys and men receiving instruction in the several schools :—

Division.	Boys aged, years											Adults.			
	14.	13	12.	11.	10.	9.	8.	7.	6.	5.	Total.	Non-commissioned Officers.	Drummers.	Privates.	Total.
Chatham - -	—	2	4	2	12	11	8	10	4	4	57	22	5	32	59
Plymouth - -	3	4	6	11	12	14	24	19	3	—	96	40	11	50	101
Portsmouth -	—	3	3	4	3	7	14	11	5	8	58	39	19	50	108
Woolwich - -	—	—	2	1	4	8	7	13	6	8	49	26	7	40	73
Artillery :—															
Head-quarters -	—	—	2	3	1	1	3	—	—	—	10	53	3	124	180
Fort Cumberland	—	—	—	—	—	—	—	—	—	—	30	29	2	183	214
Forton - -	—	—	—	—	—	—	—	—	—	—	—	14	2	49	65
Total -	3	9	17	21	32	41	56	53	18	20	300	223	49	528	800

Chatham.

This school is under the temporary charge of Serjeant Webster, assisted by Corporal Dobson. It is organized in four classes. The school seems to have been very fairly taught by Serjeant Webster. As, however, he will soon deliver up the charge to Serjeant Kelly on his return from Chelsea, it is unnecessary to make any further remarks on it.

Plymouth.

There are two schools here, held in two separate rooms. The upper school is under temporary charge of Lance-Serjeant Hurditch, and the lower in that of Lance-Corporal Noble. Each of the schools is divided into four classes. The upper school has made very considerable progress; the catechism seems very efficiently taught. The reading and arithmetic are very good. Serjeant Hurditch, who will give up charge in June, deserves great credit for the pains he has evidently betowed on his pupils' progress.

The boys in the lower school are, for the most part, very young, and many can barely read.

Portsmouth.

Mr. Fox, the trained master from Chelsea, had not joined more than four months at my last visit on the 23rd December. He is assisted at present by John Earl, a youth of fifteen years of age, who gives his services gratuitously. The school is divided into five classes, and Mr. Fox depends entirely on the exertions of himself and Earl for their instruction. I did not find it in a very good state. The schoolmaster informed me that he had

found the boys very badly grounded, and had been obliged to begin everything, including arithmetic, *de novo*. It would be quite premature to form any opinion as to the results of his teaching after so short a trial.

Woolwich.

This school also, at present, is under the temporary charge of a private. The organization seems far from satisfactory. It will, however, soon pass again into the hands of Mr. Avery, and I hope at my next visit to be able to report more favourably of it.

The following table shows the number and ages of girls at the several schools:—

Division.	Age.											Total.
	14.	13.	12.	11.	10.	9.	8.	7.	6.	5.	4.	
Chatham -	—	1	1	3	7	3	3	8	7	6	5	44
Plymouth -	—	—	3	5	10	6	8	7	7	—	—	46
Portsmouth -	2	1	1	1	5	1	7	9	11	14	9	61
Woolwich -	—	1	5	1	6	5	5	2	3	7	—	35
Total -	2	3	10	10	28	15	23	24	28	27	14	186

Chatham.

This school has been for nineteen years under the charge of Miss Coney. It has always been distinguished by the intelligence of the children, who have generally shown a very creditable knowledge of Scripture, and have read remarkably well. There are five classes, the lowest of which consists of eighteen girls, most of whom are very young, and are much more fitted for an infants' school.

In consequence of the grant of maps and books to which I have already alluded, Miss Coney has been able to extend the subjects of instruction. The elder girls are now taught geography and grammar, in which they have made some progress. The Church Catechism is well taught; and a very creditable knowledge of Holy Scripture is still manifested. The younger children also seem well taught. In this, as in the other female schools, the knowledge of arithmetic is very scanty. The writing is good, as also is the spelling.

Plymouth.

This school has been since the 18th October under the charge of Miss Olney, a certificated teacher. It is divided into four classes. The attendance-books have not been regularly kept; nor has Miss Olney hitherto been able to break the children of the habits of inattention and of giving answers to questions

without thought, which have always characterized them. I find that the spelling in this school is not very good, and as usual the arithmetic very indifferent. It would, however, be very unfair to test Miss Olney's methods of teaching by these results. The girls at this division have never exhibited much intelligence.

Woolwich.

This school from some cause has never been well attended. There are but thirty-five on the books, and at my visit there were twenty-eight present. These were divided into five classes. The first class consists of nine girls, of whom only five were present. These, however, read well, and show marks of careful teaching in Catechism, the Scriptures, grammar, and geography. The school generally has much improved since my previous visit in the summer. Here I have the same complaint to make of the indifference of the arithmetic, as at the other divisions.

I am still of the same opinion that I have frequently expressed before, that what these divisions want especially is infant schools. Many of the girls and boys would naturally find their appropriate place in infant schools; and the admission of children of a still younger age would be a great relief to the parents. I believe the best way to attain this most desirable object would be to turn the present girls' schools into infant schools, and to let the elder girls attend in the mornings with the boys to be taught by the schoolmaster. This is the plan adopted in the Army schools, and is very suitable also to the corps of Royal Marines, more especially as school accommodation in the barracks is very limited.

Schools for Apprentices on board Flag Ships.

There are two such schools in England, viz., on board the Victory, at Portsmouth, and the Impregnable, at Devonport; and one in Ireland, on board the flag ship at Queenstown. The naval apprentices are entered as second-class boys, and are appointed to undergo a training in gunnery, seamanship, and generally in everything that pertains to the making a good sailor, for twelve months. The first part of this period is generally spent on board the ship; and the latter part in the practising brig, in which during the summer months they are generally out at sea for five days in the week. There seem to be no general regulations for this training to be carried out in all the ships; but the details are left to the discretion of the commanding officer for the time being. My experience of these schools is limited to the training the boys receive from the seaman schoolmaster. Owing to the necessity of devoting the greater portion of the time to gunnery and other profes-

sional subjects, it is not found possible to devote more than one morning and one afternoon in the week to work under the schoolmaster. There is, however, a difference of practice with regard to this at Portsmouth and Plymouth. At the latter port all the schooling is given on one day in the week; at the former each boy is at school during part of the two days. The full complement of apprentices on board each ship is 200, of whom 75 are generally in the brig. That portion which is in the ship is organized in four divisions, with four classes in each division. These divisions are not formed in consequence of any difference of attainments, but for convenience of instruction, in order that all the boys may be employed at the same time, although not on the same thing. On the occasions of my visits on board, the divisions are united and are divided into four classes only. These classes are instructed by three seamen schoolmasters. Besides these, the brig carries a schoolmaster who seems also to be required to perform the duties of clerk. Whether it be that the attention of the boys requires to be exclusively directed to seamanship while in the brig, or that the schoolmaster's other duties interfere with his teaching, the boys seem to have few opportunities of study during this period of their training.

The reason for establishing these apprentice schools seems to have been the expectation of thus securing a superior class of second-class boys, from which in due time a regular and constant supply of A. B.'s, petty and warrant officers, might be derived. Other second-class boys find admission into the navy in considerable numbers through other channels; as at all the ports they are received on board every ship in commission. This being the case, and looking to the circumstance that the supply of petty and warrant officers is expected to be drawn principally from the apprentice-class, it seems reasonable to demand of them some little educational attainments. This has been always kept in view on board the "Victory," and very few are admitted there who cannot read and write fairly. The applicants for admission on board this ship are, I am told, very numerous, and no difficulty is found in maintaining the educational test, and at the same time in selecting none but healthy well-grown lads. This does not seem to be the case at Plymouth. Whether the cause be that elementary education is not so wide-spread in the western as in the eastern counties, or that the proportion of boys that have received a fair education, who take a liking to a seafaring life, is smaller, certain it is that the boys on board the "Impregnable" are very inferior in regard to scholastic acquirements to the "Victory" boys. A very considerable number of the former have no competent knowledge of read-

ing and writing when they come on board, and of course make no remarkable progress afterwards.

For some time during last year the entry of apprentices was suspended, and it is only since October that it has been resumed. Consequently, almost all the boys that I examined my last visit had not been on board more than three or four months. A few of the former entry, however, still remained. There were on board the "Impregnable" 198 boys, of whom 164 were present at my examination. The first class consisted of 65, present 57; the second class of 57, present 45; and the third class of 40, present 38; and the fourth class of 25, present 24. Of the 57 in the first class, I have classed the exercises in writing from dictation thus,—

Good.	Fair.	Bad.
13	16	28

The writing of many of these was very bad. The arithmetical attainments of this class were very varied. Two could work a sum in interest, 14 in proportion, 6 in reduction, 26 in the compound and 9 in the simple rules. The reading was generally good, and I presume that they were classified according to their reading, for their acquirements were very different in all other respects. In Scriptural knowledge, in which they have received much special instruction under the immediate superintendence of the chaplain, Mr. Whitmarsh, who takes a most active interest in the school, I classified their exercises as under,—

Good.	Fair.	Bad.
21	13	24

The second class consisted of boys generally inferior to these; their arithmetical attainments also differed considerably, ranging between simple addition and compound division. The reading of this class was very inferior to that of the first, and their Scriptural information very indifferent.

The third class, of 38 boys, read badly, and the fourth, of 24, could scarcely read at all. Beyond a little elementary arithmetic, there was little knowledge to be discovered in these two classes. I may mention that the knowledge of the catechism was generally very indifferent, and it frequently appeared that the boys who had been longest in the ship, or rather in the brig, displayed the least knowledge of it. I could not find that any time is set apart for religious instruction on board the brig on Sunday or any other day.

Some of the boys in the first class gave intelligent answers to the questions I put to them in English history and geography. But on the whole, the state of this school cannot be considered very satisfactory. It is very probable that this is

mainly owing to the generally low state of the scholastic acquirements of the apprentices entered here.

On board the "Victory" I found the total number of apprentices to be 147, of whom 142 were present. Of these the first class contained 24, the second class 25, the third 45, and the fourth 34. Besides, there were 19 who had been lately entered and were not yet classed.

I may here state, that a remarkable characteristic of this school is, that the boys, almost without exception, have a thorough and intelligent knowledge of the Church Catechism. I ascertained that all boys, without exception, who are admitted on board, are required to learn the catechism thoroughly before they are classed. This regulation seems completely to answer its purpose. The first class consists of a very fine intelligent set of boys. They answered readily and well the questions I proposed to them in grammar and geography. I also set them questions in Scripture, to which they gave written answers. These exercises I classified as under,—

Good.	Fair.	Bad.
16	8	0

In writing from dictation their exercises were,—

Good.	Fair.	Bad.
17	7	0

In arithmetic, two could work a sum in vulgar fractions, 15 in proportion, and 7 in reduction. I have on former occasions found boys here more advanced in arithmetic. But it must be borne in mind that most of the boys at the time of my visit (the 10th of February) had been but a short time in the school, and as the greater part of them have left school several years before they go on board ship, they have lost a considerable amount of their knowledge of arithmetic, which it takes some time for them to regain on board ship. Of the second class, 23 of whom were present, 12 wrote well from dictation, 5 fairly, and 8 badly. They also showed generally in their answers to the questions on Scripture the possession of a fair amount of knowledge. In grammar, geography, &c., their information seemed to be very limited. All the boys, with very few exceptions, including the third and fourth classes, read well; the latter, however, as might be expected, did not seem to possess much knowledge of other subjects.

On the whole, the apprentices on board the "Victory" are as fine a set of boys as I have ever seen there, and the first class especially are full of intelligence. It is very gratifying to see in them manifest proofs of the great progress elementary education has made in this country of late years. No

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